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ABSTRACT

This compendium of materials focuses on sex discrimination, Title IX, and women in sports, and provides information and recommendations on bringing about equity for women in athletic programs. The individual papers deal with the following topics: (1) the Women's Equity Action League (WEAL) Fund and its work; (2) equal opportunity and intercollegiate football; (3) facts and information about women's athletic programs; (4) organizations concerned with women and sports; (5) ideas for bringing about change; and (6) the requirements of Title IX. Selected bibliographies are provided on the following: sports books for children and young adults, women and sports, and audiovisual materials for and about women and girls in sports. (DS)

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A WEAL FUND KIT

ED167494

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Women in Sports

SUMMER 1978

"The idea that men and boys do while women and girls watch is a pervasive one in our culture and one that is potentially harmful to both boys and girls. Although sex-role stereotyping occurs at all levels of activity from career choices to household tasks to treatment of children in the schools, nowhere is the dichotomy more apparent than in sports."

From "A Feminist Looks at Sports" by Phyllis Z. Boring

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July 1978

Dear Colleagues:

"Give girls and women a sporting chance!" "God bless Title IX!" Inspired by these two slogans, WEAL Fund volunteers began to collect information about relevant issues, special projects, and the constantly changing status of women and girls in physical education and sports. Some of this information is synthesized and presented in this updated Women in Sports Kit. More remains in the files of our national clearinghouse called SPRINT, in our notebook of newspaper clippings from throughout the country, and in our notes and memories of correspondence and conversations.

There are no easy answers for a problem as pervasive and as complex and as intricate as discrimination against women and girls in sports. Nevertheless, there are many things that you can do, individually and with others, to bring about changes that will contribute to the movement for equity. This Kit includes information and ideas to make your efforts more forceful and effective. It will enable you to identify or develop the best strategies for your school or community.

In the first section of this Kit, you will find an excellent overview paper by Phyllis Boring, a former member of the WEAL Board, entitled "A Feminist Looks at Sports." "Equal Opportunity vs. Intercollegiate Football" is another paper by Boring that will stimulate your thinking. We also thought you would want to know about the recommendations on Women in Sports presented in January 1977 by the President's Commission on Olympic Sports, so we reprinted them. In addition, we include some information about WEAL Fund, what we do, how we do it, and other materials that we publish. There are brief papers that describe some of the things that WEAL has done and some of the things that you can do as an individual or as part of an informal group, a committee, or an organization.

There is an account of the Title IX sections applying to sport and a copy of a memorandum from HEW about the legal obligations of school officials to eliminate sex discrimination from athletic programs. There is also an article from the Project on the Status and Education of Women that answers "No" to the question "Will Title IX Ruin Intercollegiate Sports?" In addition, we provide an outline of some of the actions institutions must take under Title IX. Though filing a Title IX complaint is often not the best or most effective way to address inequities, this Kit contains a model letter of complaint and a description of how complaints are supposed to be processed by HEW.

Three new items have been added to the Sports Kit. The first two, "Some Common Misconceptions about Sports for Girls," and "Sports Fact Sheet," explore some of the myths and realities concerning athletic participation for girls and women. The third, a commentary by Robert Lipsyte entitled "Sports: Sexism's Last Stand," describes athletics as the province of males, indicates some of the benefits of participation for all and some of the pitfalls of forced participation.

The final section of the Kit includes information about resources and offers a list of organizations concerned with women and girls in sports, a selected bibliography of fiction and non-fiction books for children, an extensive general bibliography, and an annotated compilation of audio-visual materials, mostly films. Last of all is a chart of federal laws and regulations prohibiting sex discrimination and a questionnaire that we urge you to complete and return so that we can modify the contents of the Women in Sports Kit to better meet your needs.

Many individuals contributed to the development and production of this Kit. Arvonne Fraser deserves special appreciation for sharing her ideas and enthusiasm. Bert Hartry, WEAL Fund Board member and consultant to the sports project, provided throughtful and patient guidance and direction throughout the entire effort; she played an important role in identifying, selecting, and shaping the contents. And, she wrote many sections, including the extensive bibliography, the list of audio-visual resources, and the narrative descriptions of what has been and can be done by individuals and organizations.

WEAL Fund interns also made substantial contributions to the Kit. Individually and together, they collected and organized the background information, helped develop the list of organizations and the bibliography, edited and proof-read the copy. For this, Mary Dockry, Suzanne Caron, Melinda Martin, Margo Berch, Adrienne Lever, Carol Parry, Ellen Sheriff and Marge Rosensweig deserve our thanks.

We also appreciate the encouragement of Mariam Chamberlain, program officer at the Ford Foundation for the grant which supports the WEAL Fund intern program.

And finally, thank you to the Playboy Foundation. By printing the revised Women in Sports Kit for us, they are helping disseminate important and useful information to those of you concerned with girls and women in sports.

For equity,

Carol Parr

Carol Parr
Executive Director

(Publication of these materials does not constitute endorsement of the contents by the Ford Foundation or the Playboy Foundation.)

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SPORTS: SEXISM'S LAST STAND

(The following was adapted from a commentary on National Public Radio's "All Things Considered" by Robert Lipsyte, author of Sportsworld: An American Dreamland.)

Sports is the last and most important bastion of sexism for good reason. It is in the locker room and on the playing field that men learn how to lead other men, how to manipulate groups and how to win. Once women get in as varsity equals there will be that many fewer starting positions for men--on the ball team, on the corporate team, on the government team--everywhere in the big leagues of life.

This is why the recent ruling by a federal judge in Ohio that high school girls may not be barred from playing on boys' athletic teams, including such collision sport teams as football and wrestling, is bound to raise an enormous controversy. It's a truly radical decision because real equality in sports will break down forever the traditional male and female roles.

Traditionally, of course, the boys and the girls were separated some time after kindergarten. The girls were handed the baton and told to go in the corner, honey, and twirl while the boys were sent into the arena and pitted against each other for life. In effect, women were made the observers, the encouragers for men, and the men were taught to fight each other for territory and for the women.

The women's movement has changed some of that tradition, but even with Title IX and Billie Jean King, women are still basically segregated from men. They remain strangers to each other, foreign objects. Female athletes are still made afraid of somehow being unwomanly--they compensate with all those hair-styles and all that jewelry--and boys are still terrorized by coaches who call them "ladies."

There is a lot of negative reaction to the judge's decision from women coaches. Naturally they feel threatened. Now, just when they are beginning to break through, to get teams and money and recognition, sexual integration comes along to the benefit of those male coaches, who will probably get the biggest and best girl athletes for their teams and send down their second-stringers to play on the girls' teams. And of course, plenty of people will say that women's bodies and men's egos are just too delicate for rough contact.

But if girls and boys really get to participate in athletics together, the change will transcend sports.

Physically women and men will become more equal in size and strength. Mentally and emotionally men and women will understand each other on a basic human level, from childhood. And socially, the concept of choice, in work, in play, in family life, will begin to have real meaning because, for the first time, women and men will have been given equal opportunities to develop themselves in that one aspect of life in which a person can publicly, healthfully and sensually, channel every bit of physical, emotional and mental energy to one universally applauded goal--sports victory.

Which brings up the dark side of all this. The real question is not whether girls and boys, even of the same age and size and training, should be allowed to tackle and block each other, to be subjected to the insulated, pressurized, manipulated world of high-level varsity sports, but whether anyone, even boys, should have to prove their manhood at games.

(The article above appeared in New Directions for Women, Spring, 1978, p. 10, and was reprinted with the permission of Robert Lipsyte.)

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WHAT WEAL AND WEAL FUND HAVE DONE

FOR

WOMEN AND GIRLS IN SPORTS

Founded in 1968, Women's Equity Action League (WEAL) is a national women's rights membership organization dedicated to improving the social, economic, and legal status of all women through education, legislation, and litigation. WEAL Educational and Legal Defense Fund (WEAL Fund) is a non-profit organization supported by tax-deductible contributions and grants from foundations, corporations, and the government. WEAL Fund supports litigation, conducts research and publishes information on sex discrimination, and serves as a clearinghouse for information about women's rights. Achieving equality for women and girls in sports is high on the list of concerns of both organizations.

Title IX of the Education Amendments of 1972 states in part:

> "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

This law affects virtually all public school systems and almost all of the nation's 2,500 public and private colleges and universities. It applies to academic and extracurricular activities as well as to physical education and interscholastic, intercollegiate, club or intramural athletic programs of federally assisted educational institutions.

For almost two years after this law was passed, nothing was done by the Department of Health, Education, and Welfare to enforce Title IX. During this period several drafts of proposed regulations spelling out specific requirements of the law were submitted to the Secretary of HEW.

Organizations like the National Collegiate Athletic Association and the National Association of Collegiate Directors of Athletics fought very hard to prevent athletics from being covered by the regulation.

Nevertheless, by working in close cooperation with other groups, WEAL successfully countered this lobbying--through speeches, press releases, and letters to members of Congress and HEW officials.

In June 1974 HEW published the proposed regulations in the Federal Register and invited the public to comment on them. WEAL's comprehensive analysis of those comments which was published in the Congressional Record by Representative Abzug contributed to widespread public understanding of the issues and helped stimulate thousands of public comments. The final regulations implementing Title IX became effective July 21, 1975, and many of WEAL's recommendations were included.

According to the regulations now in force, equal athletic opportunity is mandated, although equal funding of athletic programs is not required. Moreover, students should not be separated by sex in physical education classes except that sports involving bodily contact may be offered separately. (Additional details about the requirements are provided in other sections of the Sports Kit, particularly in "Title IX Sections Applying to Sport" and the HEW memorandum on the elimination of sex discrimination in athletic programs.)

Legislative amendments to Title IX that would weaken its effectiveness are periodically introduced in Congress and WEAL continues to lobby against such legislation. Both WEAL and WEAL Fund, often working in coalition with other organizations, press hard for full compliance with the law and for effective enforcement of this important legislation.

In 1977 WEAL filed a sex discrimination complaint against the University of Michigan under Title IX because of discrimination against women in the awarding of athletic scholarships. This large university, like many others, awards full scholarships covering the costs of tuition, room, and board to male athletes whereas equally well qualified female athletes receive scholarships consisting only of partial tuition grants.

On November 26, 1974 four other organizations joined WEAL to file suit in Federal District Court in Washington, DC, against HEW and the Department of Labor for their failure to enforce federal laws and orders prohibiting sex discrimination in educational institutions. Despite massive evidence of sex discrimination in violation of Title IX, HEW has been reluctant to impose sanctions on the offending institutions. Some progress has been achieved as a result of a court order that requires prompt processing of Title IX complaints, but equal opportunity in physical education and athletics remains an elusive goal.

WEAL also worked hard for the development and passage of the Women's Educational Equity Act and helped secure a million dollar increase in appropriations for this federal program. Not many of the grants awarded in the first year address inequities experienced by women and girls in sports, but a few sports projects did receive funding through this legislation. WEAL Fund and WEAL and other organizations in the National Coalition for Women and Girls in Education urged the program administrators to make sports a priority area for future projects, and vigilant monitoring of how this national program is being administered will continue.

In 1975 WEAL Fund volunteers established a Sports Clearinghouse - a national information bureau on sex discrimination in physical education and athletics. Demand for the services of the clearinghouse accelerated over the next two years, so WEAL Fund sought and won a grant from the U.S. Office of Education to establish SPRINT - the same sports clearinghouse, but this time with a permanent staff, an advisory committee and a quarterly newsletter called In the Running. SPRINT provides information on sex discrimination in sports to people from all walks of life - students, parents, high government officials, journalists, teachers and administrators. The SPRINT staff is small, and depends heavily on a national network of volunteer reporters to keep it up to date; interested people are encouraged to write to SPRINT at the WEAL Fund offices and volunteer to keep an eye on developments in their state or community. Purchasers of this WEAL Fund Sports Kit will automatically receive future issues of In the Running.

WEAL groups have also been effective advocates of equal opportunity for women and girls in sports on the state and local levels. In New Jersey, for example, WEAL co-sponsored a statewide conference on the Equal Pay Act and Coaching Salaries. In addition, New Jersey WEAL surveyed school districts throughout the state to determine the relative access of girls to athletic programs at the high school level. They found that:

- the average district provided twice as many sports activities for boys as for girls;
- the average district allocated two-thirds to three-fourths of the use of time-shared facilities to boys;
- four districts reported five or fewer boys' sports but 27 districts had five or fewer sports for girls;
- the number of regular physical education teachers was about the same, but many additional coaches, some part-time, were used in boys' athletics. The number of faculty members involved in the boys' programs was, therefore, usually four to five times as many as in the girls' programs.

When Texas WEAL studied the Waco school district this is what it found:

- The boys' athletics programs in 4 senior and 7 junior high schools had a budget of $250,000 annually. The girls' program was budgeted at $970.

- Boys had a choice of football, baseball, basketball, swimming, track, golf and tennis. The girls played tennis. There was no other girls' athletic program.

- The boys had $1,000,000 worth of facilities and equipment. Only tennis balls were provided to the girls.

- The Athletic Committee, composed entirely of men (most of whom earned their living from male sports activities), was appointed just a year before the study. They approved the expansion of the boys' program at an estimated increase of $154,000 a year. No allotment was suggested for the girls.

Frustrated in their attempts to get the school board to change its policies, Texas WEAL filed a Title IX complaint against the Waco School Board in 1973. Texas WEAL also appealed to the state chapter of the American Civil Liberties Union. A suit was subsequently filed against eight school districts in east Texas. A favorable outcome of this litigation will undoubtedly help secure compliance in other school districts in the state.

South Carolina WEAL has also gone the legal route by filing charges against Richland School District One. They charged violations not only of Title IX, but also of Title VII of the Civil Rights Act, Executive Order 11246, and the Equal Pay Act. (The chart at the end of this Kit describes the provisions of these laws.)

In State College, Pennsylvania, after three years of foot-dragging, a charge of violations of the state Equal Rights Amendment and Title IX brought dramatic results. One month after the charge was filed, funds doubled for four girls' sports, tripled for another, and quintupled for still another. Two additional sports for women were added at the senior high level. Pennsylvania WEAL also played an important role in securing a 1975 court ruling that struck down a Pennsylvania Interscholastic Athletic Association prohibition against coeducational competition in interscholastic athletics.

WEAL has also taken part in opening the federally chartered Little League to girls. Seasoned by testifying in the New Jersey Little League case, Phyllis Boring offered testimony on behalf of WEAL in support of equal opportunity legislation on this issue. After 21 court cases and passage of a law by Congress in December 1974, the Little League officially welcomes girls.

Both WEAL Fund and the New York Division of WEAL are supporting a lawsuit brought by a physical education faculty member against the University of Rochester. There is strong evidence that the university discriminated

against her in the terms and conditions of her employment, and HEW has threatened to withhold federal funds from the institution because it failed to cooperate in part of the investigation.

In all these efforts to achieve equity for women and girls WEAL and WEAL Fund advocate a little less emphasis on the "heroes" of athletics and a great deal more emphasis on everybody else. Also helpful would be a little less emphasis on competitive team sports and a great deal more emphasis on physical activities that can be continued throughout life. After all, how many middle-aged women have you seen twirling a baton lately--or how many middle-aged men playing football?

July 1978

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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Federal Laws[1] and Regulations Concerning Sex Discrimination in Educational Institutions[2]

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This chart updates the one originally prepared in October, 1972 by the Project on the Status and Education of Women of the Association of American Colleges.

project on the status and education of **women**
Association of American Colleges

	Executive Order 11246 as amended by 11375	**Title VII of the Civil Rights Act of 1964** as amended by the Equal Employment Opportunity Act of 1972	**Equal Pay Act of 1963** as amended by the Education Amendments of 1972	**Title IX of the Education Amendments of 1972** as amended by the Bayh Amendment of 1974 (P.L. 93-568, stat.1862) and the Education Amendments of 1976	**Title VII (Section 799A) & Title VIII (Section 845) of the Public Health Service Act** as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971
Effective date	October 13, 1968.	March 24, 1972 (July 1965 for nonprofessional workers). (Institutions with 15-24 employees were covered as of March 24, 1973.)	July 1, 1972 (June, 1964, for non-professional workers).	July 1, 1972 (Admissions provisions effective July 1, 1973). The Title IX regulation went into effect on July 21, 1975.[14]	November 18, 1971. The Public Health Service Act regulation went into effect on August 6, 1975.
Which institutions are covered?	All institutions with federal contracts of over $10,000.[7]	All institutions with 15 or more employees.	All institutions.	All institutions receiving federal monies by way of a grant, loan, or contract (other than a contract of insurance or guaranty). Non-educational organizations which operate an education program which receive or benefit from federal financial assistance are also covered.	All institutions receiving or benefiting from a grant, loan guarantee, or interest subsidy to health personnel training programs or receiving a contract under Title VII or VIII of the Public Health Service Act.[22]
What is prohibited?[3]	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. Covers all employees.	Discrimination in employment (including hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, national origin, or sex. Covers all employees.	Discrimination in salaries (including almost all fringe benefits) on the basis of sex. Covers all employees.	Discrimination against students and employees[15] on the basis of sex.[16]	Sex discrimination in admission of students and against some employees.[24]
Exemptions from coverage	None.	Religious institutions are exempt with respect to the employment of individuals of a particular *religion* or *religious order* (including those limited to one sex) to perform work for that institution. (Such institutions are not exempt from the prohibition of discrimination based on sex, color, and national origin.)	None.	*Religious institutions* are exempt if application of the antidiscrimination provisions is not consistent with the religious tenets of such organizations. *Military schools* are exempt if their primary purpose is to train individuals for the military services of the U.S. or the merchant marine. *Discrimination in admissions*[17] is prohibited only in vocational institutions (including vocational high schools), graduate and professional institutions, and public undergraduate coeducational institutions. Additional exemptions were also enacted after Title IX's passage.[18]	None.
Who enforces the provisions?	Office of Federal Contract Compliance Programs (OFCCP) of the Department of Labor has policy responsibility and oversees federal agency enforcement programs. OFCCP has designated HEW as the Compliance Agency responsible for enforcing the Executive Order for all contracts with educational institutions. HEW's Office for Civil Rights (OCR) conducts the reviews and investigations.	Equal Employment Opportunity Commission (EEOC).[10]	Wage and Hour Division of the Employment Standards Administration of the Department of Labor.	Federal departments and agencies which extend financial aid to educational programs and activities. HEW's Office for Civil Rights has primary enforcement powers to conduct the reviews and investigations.[19]	HEW's Office for Civil Rights conducts the reviews and investigations.
How is a complaint made?	By letter to OFCCP, Secretary of Labor, OCR or Secretary of HEW.	By a sworn complaint form, obtainable from EEOC.	By letter, telephone call, or in person to the nearest Wage and Hour Division office.	By letter to Secretary of HEW or OCR.	By letter to Secretary of HEW or OCR.
Can complaints of a pattern of discrimination be made as well as individual complaints?	Yes. However, individual complaints are generally referred to EEOC. In a few instances individual complaints with class action implications may be handled by OFCCP or OCR.	Yes.	Yes.	Yes.	Yes.
Who can make a complaint?[4]	Individuals and/or organizations on behalf of aggrieved employee(s) or applicant(s). Organizations may also file class or pattern complaints without identifying individuals.	Individuals and/or organizations on behalf of aggrieved employee(s) or applicant(s). Organizations may also file class or pattern complaints without identification of individuals. Members of the commission may also file charges.	Individuals and/or organizations on behalf of aggrieved employee(s). Organizations may also file class or pattern complaints without identifying individuals.	Individuals and/or organizations on behalf of aggrieved party. Organizations may also file class or pattern complaints without identifying individuals.	Individuals and/or organizations on behalf of aggrieved party. Organizations may also file class or pattern complaints without identifying individuals.
Time limit for filing complaints[5]	180 days. OFCCP or HEW may extend the time if "good cause" is shown.	180 days.	No official limit, but recovery of back wages is limited by statute of limitations to two years for a nonwillful violation and three years for a willful violation.	180 days. HEW may extend the time if "good cause" is shown.	180 days. HEW may extend the time if "good cause" is shown.
Can investigations be made without complaints?	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints. Pre-award reviews are mandatory for contracts over $1,000,000.	No. Government can conduct investigations only if charges have been filed.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.	Yes. Government can conduct periodic reviews without a reported violation, as well as in response to complaints.
Can the entire institution be reviewed?	Yes. HEW may investigate part or all of an institution.	Yes. EEOC may investigate part or all of an establishment.	Yes. Usually the Wage and Hour Division reviews the entire establishment.	Yes. HEW may investigate those parts of an institution which receive direct federal assistance (as well as other parts of the institution whether or not they receive direct federal assistance). If the institution receives *general institutional aid*, the entire institution may be reviewed.	Yes. HEW may investigate those parts of an institution which receive direct federal assistance under Title VII and VIII (as well as other parts of the institution related to the program, whether or not they receive assistance under these titles).
Record keeping requirements and government access to records	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.[20]	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.
Enforcement power and sanctions	If voluntary compliance fails, OFCCP or OCR may institute administrative proceedings to suspend or terminate federal contracts, and to bar future awards, or it may refer the complaint to the Department of Justice with a recommendation for court action. Court may enjoin institution from unlawful behavior; and order salary raises, back pay and other relief. OCR may also delay new awards while seeking voluntary compliance.[8] Whether individual has the right to sue institution is not clear.	If attempts at conciliation fail, EEOC or the U.S. Attorney General may file suit.[11] Aggrieved individuals may also initiate suits. Court may enjoin respondent from engaging in unlawful behavior, order appropriate affirmative action, order reinstatement of employees, and award back pay.	If voluntary compliance fails,[12] Secretary of Labor may file suit. Aggrieved individuals may initiate suits when Department of Labor has not done so. Court may enjoin respondent from engaging in unlawful behavior, and order salary raises, back pay, and interest.	If voluntary compliance fails, OCR may institute administrative proceedings to suspend or terminate federal monies, and to bar future awards, or it may refer the complaint to the Department of Justice with a recommendation for court action. Court may enjoin the institution from unlawful activities and order equitable relief. OCR may also delay new awards while seeking voluntary compliance.[21] Whether individual has the right to sue institution is not clear.	If voluntary compliance fails, OCR may institute administrative proceedings to suspend or terminate federal monies, and to bar future awards, or it may refer the complaint to the Department of Justice with a recommendation for court action. Court may enjoin the institution from unlawful activities and order equitable relief. OCR may also delay new awards while seeking voluntary compliance.[23] Whether individual has the right to sue institution is not clear.
Can back pay be awarded?[9]	Yes. For up to two years for a nonwillful violation and three years	Yes. For up to two years prior to filing charges with EEOC	Yes. For up to two years for a nonwillful violation and three years	Probably, to the extent that employees are covered.	Probably, to the extent that employees are covered.

	individual has the right to sue institution is not clear.			clear.	clear.
Can back pay be awarded?[4]	Yes. For up to two years for a nonwillful violation and three years for a willful violation.	Yes. For up to two years prior to filing charges with EEOC.	Yes. For up to two years for a nonwillful violation and three years for a willful violation.	Probably, to the extent that employees are covered.	Probably, to the extent that employees are covered.
Affirmative action requirements (There are no restrictions against action which is non- preferential.)	Written affirmative action plans (including numerical goals and timetables) are required of all contractors with contracts of $50,000 or more and 50 or more employees.[9]	Affirmative action is not required unless charges have been filed, in which case it may be included in conciliation agreement or be ordered by the court.	Affirmative action, other than salary increases and back pay, is not required.	Affirmative action is not required but may be undertaken by an institution to overcome the effects of conditions which resulted in limited participation by persons of a particular sex. OCR may require remedial actions if discrimination is found.	Affirmative action is not required but may be undertaken by an institution to overcome the effects of conditions which resulted in limited participation by persons of a particular sex. OCR may require remedial actions if discrimination is found.
Coverage of labor organizations	Any agreement the institution may have with a labor organization cannot be in conflict with nondiscrimination or affirmative action provisions of the Executive Order.	Labor organizations are subject to the same requirements and sanctions as employers.	Labor organizations are prohibited from causing or attempting to cause an employer to discriminate on the basis of sex. Complaints may be made and suits brought against these organizations.	Any agreement the institution may have with a labor organization cannot be in conflict with the nondiscrimination provisions of the legislation.	Any agreement the institution may have with a labor organization cannot be in conflict with the nondiscrimination provisions of the legislation.
Are grievance procedures required?	Grievance procedures are not required, nor is OFCCP or HEW required to give weight to findings under such procedures.	Grievance procedures are not required, nor is EEOC required to give weight to findings under such procedures.	Grievance procedures are not required, nor is the Wage and Hour Division required to give weight to findings under such procedures.	Grievance procedures are required for students and employees, but there are no specific standards for such procedures, nor is OCR required to give weight to findings under such procedures. Individuals are not required to use the procedures and may file directly with HEW.	Grievance procedures are required for students (and covered employees), but there are no specific standards for such procedures, nor is OCR required to give weight to findings under such procedures. Individuals are not required to use the procedures and may file directly with HEW.
Is harassment prohibited?	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation, or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation, or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee because he/she has made a complaint, assisted with an investigation, or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation, or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any participant or potential participant because he/she has made a complaint, assisted with an investigation, or instituted proceedings.
Notification of complaints	Notification of complaints has been erratic in the past. HEW notifies institutions prior to investigation. Individuals and institutions are supposed to be notified if cases are referred to EEOC.	EEOC notifies institutions of complaints within 10 days.	Complaint procedure is very informal. Employer under review may or may not know that a violation has been reported.	Procedure not fully determined. OCR notifies institutions prior to investigation.[22]	Procedure not determined. OCR notifies institutions prior to investigation.
Confidentiality of names	Individual complainant's name is usually given to the institution. Investigation findings are usually kept confidential by government, but can be revealed by the institution. Policy concerning government disclosure of investigations and complaints has not been issued. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is divulged when an investigation is made. Charges are not made public by EEOC, nor can any of its efforts during the conciliation process be made public by the commission or its employees. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name, as well as that of the employer (and union, if involved), is kept in strict confidence.[13] If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name may be revealed during investigation. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and the respondent are not bound by any confidentiality requirement.	Individual complainant's name may be revealed during investigation. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and the respondent are not bound by any confidentiality requirement.
For further information and relevant documents contact:	Office for Civil Rights Department of HEW Washington, D.C. 20201 *or* Office of Federal Contract Compliance Programs Employment Standards Administration Department of Labor Washington, D.C. 20210 *or* Regional HEW or DOL Office	Equal Employment Opportunity Commission 2401 E Street, N.W. Washington, D.C. 20506 *or* Regional EEOC Office	Wage and Hour Division Employment Standards Administration Department of Labor Washington, D.C. 20210 *or* Field, Area, or Regional Wage and Hour Office	Office for Civil Rights Department of HEW Washington, D.C. 20201 *or* Regional HEW Office	Office for Civil Rights Department of HEW Washington, D.C. 20201 *or* Regional HEW Office

Relevant documents

Executive Order 11246. "Sex Discrimination Guidelines"; *Federal Register*, June 9, 1970; "Revised Order No. 4 - Affirmative Action Programs"; *Federal Register*, December 4, 1971; plus amendments in *Fed. Reg.*, January 31, 1973; February 1, 1973; February 14, 1974; April 12, 1974; July 12, 1974; "HEW Higher Education Guidelines - Executive Order 11246"; October 1, 1972; "Revised Order No. 14 - Contractor Evaluation Procedures"; *Federal Register*, February 14, 1974; plus amendments in *Fed. Reg.*, April 12, 1974; July 12, 1974; March 26, 1975; May 28, 1975; "HEW Memorandum to College and University Presidents from Director of OCR"; December, 1974; "Equal Employment Opportunity"; *Federal Register*, January 18, 1977; "Questions and Answers on the Federal Executive Agency Guidelines on Employee Selection Procedures", issued jointly by the Department of Justice, the Department of Labor, and the Civil Service Commission; *Federal Register*, January 21, 1977

Equal Pay Act of 1963. "Equal Pay for Equal Work - Interpretative Bulletin 800"; August 31, 1971; "Extension of the Equal Pay Act of 1963 - Fact Sheet"; September 1, 1972

Title VII of the Civil Rights Act of 1964. "Guidelines on Discrimination Because of Sex"; *Federal Register*, April 5, 1972; "Guidelines on Employee Selection Procedures"; *Federal Register*, August 1, 1970; reprinted in *Fed. Reg.*, November 23, 1976

Title IX of the Education Amendments of 1972. "Final Title IX Regulation"; *Federal Register*, June 4, 1975; "Memo from Office for Civil Rights - Elimination of Sex Discrimination in Athletic Programs"; September 1975; "Assurance Form for Complying with Title IX - HEW Form 639A"; March, 1977

Title VII (Section 799A) & Title VIII (Section 845) of the Public Health Service Act. "Final Regulations for Titles VII and VIII"; *Federal Register*, July 7, 1975; "Assurance Form for Compliance with Public Health Service Act Titles VII and VIII - HEW Form 590"; March, 1972

NOTES

General

1. State and local employment and/or human relations laws may also apply to educational institutions. The fourteenth Amendment and other federal laws also prohibit sex discrimination in some instances. The Equal Rights Amendment to the U.S. Constitution, passed by the Congress and now in the process of ratification would, when ratified, forbid sex discrimination in publicly supported schools at all levels and would cover both students and faculty. Additionally, Section 182 of the 1976 Education Amendments reads:

Institutions of higher education receiving federal financial assistance may not use such financial assistance whether directly or indirectly to undertake any study or project or fulfill the terms of any contract containing an express or implied provision that any person or persons of a particular race, religion, sex or national origin be barred from performing such study, project, or contract, except no institution shall be barred from conducting objective studies or projects concerning the nature, effects, or prevention of discrimination, or have its curriculum restricted on the subject of discrimination, against any such person.

The amendment was initially aimed at private contracts between Arab nations and institutions which barred Jews from employment under those contracts. As written, the amendment forbids contract restrictions in employment on the basis of sex, as well as religion, color and national origin, and applies to domestic contracts, as well as those originating overseas. [Note: Restriction in employment under domestic contracts is also clearly prohibited by other statutes.]

2. Unless otherwise specified, "institution" includes public and private colleges and universities, elementary and secondary schools, and preschools.

3. A bona fide seniority or merit system is permitted under all legislation, provided the system is not discriminatory on the basis of sex or any other prohibited ground.

4. There are no restrictions against making a complaint under more than one antidiscrimination law at the same time, or on more than one ground e.g., sex and race, when such discrimination is prohibited by legislation.

5. This time limit refers to the time between an alleged discriminatory act and when a complaint is made. In general, however, the time limit is interpreted liberally when a continuing practice of discrimination is being challenged, rather than a single, isolated discriminatory act.

6. Back pay cannot be awarded prior to the effective date of the legislation.

Executive Order 11246 as amended by 11375

7. The definition of "contract" is very broad and is interpreted to cover virtually all government contracts and including subcontracts and construction contracts. In some instances grants may also be considered as "contracts" covered by the Executive Order.

8. Section 407 of the 1976 Education Amendments requires certain administrative procedures to be followed before any federal funds, including contracts, may be delayed, limited or terminated. The provision applies to local education agencies only.

9. As of January 19, 1973, all covered educational institutions, both public and private, were required to have *written* affirmative action plans.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972

10. In certain states that have fair employment laws with prohibitions similar to those of Title VII, EEOC automatically defers investigation of charges to the state agency for 60 days. (At the end of this period, EEOC will handle the charges unless the state is actively pursuing the case. About 85 percent of deferred cases return to EEOC for processing after deferral.)

11. EEOC files suit in cases involving private institutions, and the Attorney General files suit in cases involving public institutions.

Equal Pay Act of 1963 as amended by the Education Amendments of 1972

12. Over 95 percent of all Equal Pay Act investigations are resolved through voluntary compliance.

13. Unless court action is necessary, the names of the parties need not be revealed. The identity of a complainant or a person furnishing information is not revealed without that person's knowledge and consent.

Title IX of the Education Amendments of 1972 as amended by P.L. 93-568, 88 Stat. 1862 and the Education Amendments of 1976 (Minority females are also protected from discrimination on the basis of their race, color or national origin under Title VI of the Civil Rights Act of 1964, which covers beneficiaries of, and participants in, federally assisted programs.)

14. Elementary schools were required to be in compliance with the physical education and athletic provisions of the regulation by July 21, 1976. The adjustment period for physical education and athletic programs operated by secondary and post-secondary institutions ends on July 21, 1978. HEW has stated that the adjustment period is *not* a waiting period and that institutions should move into compliance as quickly as possible. [Note: the period applies *only* to physical education and athletic programs.]

15. The sex discrimination provisions of Title IX are patterned after Title VI of the Civil Rights Act of 1964, which forbids discrimination on the basis of race, color, and national origin in all federally assisted programs. By specific exemption, the prohibitions of Title VI do not cover employment practices (except where the primary objective of the federal aid is to provide employment). However, there is no similar exemption for employment in Title IX and the Title IX regulation covers employment. In *Romeo Community Schools v. United States Department of Health, Education and Welfare* [Civil Action 6-71438, U.S. District Court, E.D. Mich., (April 7, 1977)] the District Court opinion rejected HEW's position that Title IX covers employees. Contrary to earlier reports, the District Court's final order, issued on May 18, 1977, was limited to only one section of the Title IX regulation dealing with pregnancy: Section 86.57 was declared invalid. The order affects only the Eastern District of Michigan. The government has indicated that it will appeal the order, and HEW has directed its regional offices to continue to enforce that section of the Title IX regulation throughout the rest of the country, pending final disposition of the question. The District Court's order does *not* affect other sections of the Title IX regulation concerning employment, nor does it affect provisions of other laws or regulations covering employment.

16. Title IX states that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

17. The following are exempted from the admissions provision:
- *Private undergraduate institutions.*
- *Elementary and secondary schools other than vocational schools.*
- *Single-sex public undergraduate institutions* (If single-sex public undergraduate institutions decide to admit both sexes, they have until June 23, 1979 to admit female and male students on a nondiscriminatory basis, provided their transition plans are approved by the Commissioner of Education.)

Note 1. *These exemptions apply to admissions only.* Such institutions are still subject to all other antidiscrimination provisions of Title IX.

Note 2. Single-sex professional, graduate, and vocational schools at all levels have until June 23, 1979 to achieve nondiscriminatory admissions, provided their transition plans are approved by the Commissioner of Education.

18. The *membership practices* of the following organizations are exempt:
- *YMCA, YWCA, Girl Scouts, Boy Scouts, and Camp Fire Girls.*
- *Social Sororities and Fraternities* which are exempt from taxation under Section 501(a) of the Internal Revenue Code of 1954, *and* whose active members consist primarily of students in attendance at higher education institutions.
- *Voluntary Youth Service Organizations* which are exempt from taxation under Section 501(a) of the Internal Revenue Code of 1954, *and* whose membership has traditionally been limited to one sex and principally to persons less than 19 years of age.

Father-son and mother-daughter activities are exempt but if such activities are provided for students of one sex, "opportunities for reasonably comparable activities shall be provided for students of the other sex."

Programs or activities undertaken by the American Legion in connection with *Boys State, Girls State, Boys Nation and Girls Nation* conferences are exempt. Schools may undertake activities for the *promotion of such events* and for the *selection of students* to attend any such conference.

Scholarships or other financial assistance awarded by a post-secondary institution to persons receiving awards in pageants based on a combination of personal appearance, poise and talent, and in which participation is limited to one sex only, are exempt, provided the pageant is in compliance with other nondiscrimination provisions of federal law.

19. Under Title VI of the 1964 Civil Rights Act, which Title IX of the Education Amendments closely parallels, federal agencies which extend aid to educational institutions have delegated their enforcement powers to HEW. A similar delegation of enforcement power is expected under Title IX.

20. Institutions must also maintain on file for at least three years a description of any modifications made as a result of the required institutional self-evaluation and those remedial steps taken to eliminate discrimination.

21. Section 407 of the Education Amendments of 1976 requires certain administrative procedures to be followed before any federal funds may be delayed, limited or terminated. The provision applies to local education agencies only.

22. As a result of a court order (*Adams v. Mathews*, Civil Action #3095-70, D.D.C., June 14, 1976), HEW will acknowledge receipt of a complaint within 15 days of its receipt. This order applies only to elementary and secondary schools in 17 Southern and Border states, but the time-frame is likely to be extended to all elementary and secondary schools. Time-frames for post-secondary institutions have not yet been determined.

Title VII & Title VIII of the Public Health Service Act as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971

23. Schools of medicine, osteopathy, dentistry, veterinary medicine, optometry, pharmacy, podiatry, public health, allied public health personnel, and nursing are specifically mentioned in Titles VII and VIII. The regulation, issued June 1, 1972 by the Secretary of HEW, specifies that all entities applying for awards under Title VII or VIII are subject to the nondiscrimination requirements of the act.

24. The regulation states: "Nondiscrimination in admission to a training program includes nondiscrimination in all practices relating to applicants to and students in the program; nondiscrimination in the enjoyment of every right, privilege and opportunity secured by admission to the program; and nondiscrimination in all employment practices relating to employees working directly with applicants to or students in the program."

25. Section 407 of the 1976 Education Amendments requires certain administrative procedures to be followed before any federal funds may be delayed, limited or terminated. The provision applies to local education agencies only.

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges provides a clearinghouse of information concerning women in education, and works with institutions, government agencies and other associations and programs affecting women in higher education. The project is funded by Carnegie Corporation of New York. Publication of these materials does not necessarily constitute endorsement by AAC or Carnegie Corporation of New York. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.

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EQUAL OPPORTUNITY vs. INTERCOLLEGIATE FOOTBALL

Phyllis Zatlin Boring*

Discrimination against women in intercollegiate athletics has been so blatant that there should be no need to convince anyone of its existence. Until quite recently many institutions of higher education allocated 100 times as much budget for the men's program as for the women's. While countless thousands of young men have been able to receive athletic scholarships to finance their college educations, most women have been denied access to these benefits. Apparently, in the land of freedom and opportunity, we must choose between equal opportunity and intercollegiate football.

In its origins, the NCAA was founded to protect intercollegiate sports from over-commercialism--in other words, to retain the educational aspects of athletics in the educational setting. It is quite ironic that the major argument presented for barring women from full participation in intercollegiate athletics is a purely commercial one--it would cost too much to include women and we're having enough trouble making ends meet as it is. Such an argument raises serious concerns on at least two grounds.

In the industrial setting, would we allow a company to ignore the Equal Pay Act because raising the salaries of their women employees to parity would cut into profits? Probably not. We would say that a commercial enterprise was not within its legal rights to enhance its earnings by exploiting a particular class of workers. Why then should we allow the sports programs of educational institutions to discriminate?

We might also note that if the primary concern and function of an intercollegiate sports program is to make money, such a program is a professional one, not an educational one. On campus, whenever anyone criticizes intercollegiate athletics for alleged over-commercialism, exploitation, corruption, anti-intellectualism, or whatever, the defenses are: (1) that intercollegiate athletics provides an educational opportunity at the skill level of the interested students in the same way that the glee club, orchestra, or theater group does in other areas of activity, (2) that the program exists to serve the student body, and (3) that the recipients of athletic scholarship funds are scholar-athletes.

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* Past President, New Jersey WEAL, and Associate Dean, Rutgers College.

The NCAA and the athletic establishment cannot have it both ways. Either the sports program is educational, existing to serve our scholar-athletes, in which case the program must provide equal educational opportunity for both sexes, or the program is primarily commercial, not educational, and has no place on the college campus.

In amendments previously introduced in Congress, two approaches have been taken to exempt intercollegiate athletics from the coverage of Title IX. They were the proposed exclusion of revenue-producing sports and the proposed exclusion of profit-making sports. Both of these approaches raise interesting questions.

If intercollegiate golf, tennis, swimming and track--so-called minor sports--produce no revenue, there will be no discrimination in those areas. Women can have access to these limited funds and facilities, but not a crack at the enormous budget allocated to the major sports. But what if the men's teams begin to sell tickets for golf, tennis, swimming and track? If the minor sports begin to produce revenue, however limited, can we then deny women access to all athletic programs? If the glee club, the orchestra, and the theater group also sell tickets and produce revenue can we not also logically exempt those activities from equal opportunity legislation on the grounds that they make money?

Perhaps the most extraordinary aspect of the revenue-producing argument is that it presupposes the inability of women's sports to attract a paying audience. If we put some money into women's sports to develop them, is it not possible that people would come to watch women's basketball, for example? We do, in fact, already have ample evidence that such is the case.

The profit-making argument is equally interesting. Only a handful of intercollegiate athletic programs in this country actually make a profit. Most sports programs are deficit-producing. Even the NCAA finally had to admit this and call an emergency meeting to discuss ways of cutting costs; quite predictably, they could not agree to very effective ways of cutting football costs, although that's where the majority of the budget goes, so they sliced off the minor sports

Even if we were to grant that certain sports at certain universities apparently produce a profit, we would have to examine the athletic budget very carefully to determine if this is actually so. I invite you to consider the following questions:

- Is the athletic program subsidized through mandatory student fees? Such fees are paid by women as well as men. At many colleges the amount women students pay in mandatory fees still exceeds the total budget for the women's intercollegiate athletic program. Suggestions to eliminate the mandatory fee, replacing it with a voluntary purchase of a student pass to games put fear and trembling into the hearts of even the most ardent

football enthusiasts, because they are not sure that students would back the program if they had the choice. I would propose that all mandatory student fees be eliminated before anyone starts calculating alleged profit.

- Who paid for the football stadium and other capital expenses? If the facilities were subsidized by the taxpayers--and taxpayers do come in both sexes--then, to determine the profit of a particular sport, one must subtract the fair return on capital investment from the gross receipts.

- How are the coaches' salaries calculated for budgetary purposes? If the coach teaches half-time and half his salary is debited to the instructional budget of the university, the true cost of the intercollegiate athletic program is not reflected in the figures. In other words, if the coach is much higher paid than the average physical education instructor, the only part of the coach's salary that can validly be carried on the instructional budget is half the average instructor's pay, not half the coach's inflated salary.

- Is the maintenance of the athletic facility paid for by the intercollegiate budget or by the general instructional budget? Again, this may be a hidden cost.

- What other hidden subsidies are there which must be taken into consideration? At more than one institution the student's mandatory insurance fee is slightly inflated to cover the higher risk premiums of intercollegiate athletics--a supplement worth thousands of dollars annually.

In short, the profit-producing approach is even more nebulous than the revenue-producing approach. But I suspect that either of these wordings is really a euphemism for football. In that football often costs more than all of the other sports combined, it is the football budget that NCAA would like to protect from the encroachment of women. The fact that women are forced to subsidize that budget is irrelevant, as is the fact that the budget could be cut without damaging the sport. The issue in its bluntest terms is this: which is more important to the United States, the principle of equal educational opportunity for all or the commercial interests of intercollegiate football? One would hope that the choice would be clear.

*****

Based upon testimony submitted to the Senate Subcommittee on Education, Labor and Public Welfare, September, 1975.

UPDATE

January 9, 1978: A U.S. District Court judge dismissed a suit brought by the National Collegiate Athletic Association against the Department of Health, Education and Welfare, alleging that Title IX does not apply to intercollegiate athletics. NCAA's rationale for the suit was that Title IX should only be applied to direct recipients of federal funds. Since intercollegiate athletics do not receive such aid, they should, in the opinion of the NCAA, be exempt from compliance.

In making his ruling, Judge Earl E. O'Connor noted that:

- the NCAA had no legal standing to sue because it did not show how it could be injured by HEW regulations, and
- that no school has been challenged to provide equal facilities. HEW has not yet tried to enforce the rule against any of the NCAA's member colleges.

April 27, 1978: In the opinion of Peter Libassi, General Counsel for HEW, revenue-producing sports are covered by Title IX. A policy statement, issued on this date, reaffirmed a decision made by Congress in both 1974 and 1975, when the legislators defeated several proposed amendments to Title IX which would have exempted revenue-producing sports from the law.

The NCAA lobbied unsuccessfully in favor of the exemption--utilizing the same basic argument as in the lawsuit against HEW that basketball and football do not receive direct federal aid.

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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SPORTS FACT SHEET

WOMEN'S SPORTS IN SCHOOLS

Last year, nearly 30 percent of all students in varsity athletics were girls. That's almost 500 times as many girls involved in interscholastic sports as in 1972, the year Title IX was born, when only 7 percent of participants in all American interscholastic sports were female. (1)

In 1970-71, the year befor Title IX, the actual figures for boys and girls in varsity athletics across the country were 3,600,000 boys in contrast to 294,000 girls, or at least 10 boys to each girl. By the time the 1976-77 school year rolled around, the ratio had changed to about three boys to each girl in interscholastic sports. Although the number of male participants had jumped to 4,109,000, the number of females had leaped to 1,645,000--a 400 percent increase over the six years between 1972 and 1977. (2)

Growth of Women's Sports in AIAW Member Colleges (3)

SPORTS	NUMBER OF COLLEGES				
	'71-72	'72-73	'73-74	'74-75	'75-76
Total AIAW Member Schools	301	409	603	739	843
Basketball	215	346	466	600	640
Volleyball	181	285	396	467	594
Tennis	198	300	417	506	560
Softball	120	175	254	303	342
Swimming & Diving	135	213	265	298	327
Track & Field	76	138	180	226	283
Field Hockey	165	213	249	284	256
Gymnastics	123	182	238	263	246
Golf	77	132	145	155	165
Badminton	70	98	124	125	117

SCHOLARSHIPS

Just three years ago, only 60 colleges offered athletic scholarship assistance to women athletes. This year, more than 460 do. (4)

The University of Maryland awarded its first athletic scholarships to women last year with 25 grants in eight sports. Next year, there will be 65 such awards available, although still only a fraction of the athletic scholarships available for men. (5)

In 1977 for the first time, Rhodes Scholarships, traditionally awarded to men only, were given to women. Of the 32 U.S. scholarships, 13 went to women. A Rhodes Scholar is a college graduate of high scholastic achievement who has also excelled in athletics. The scholarship entitles the recipient to study at Oxford. (6)

BUDGETS

In recent years, high school budgets for boys' sports have been as much as 5 times larger on the average than for girls. In colleges, men have had 30 times as much money. (7)

In 1977, the University of Michigan spent $5 million for men's athletics while only spending $180,00 for women. (8)

NOTE: Title IX does not require dollar for dollar spending for members of each sex or for male and female teams. But the failure to provide necessary funds for one sex is a factor in assessing overall equality of opportunity. In most schools, the disparity in funding between men's and women's athletics is so large that it becomes symptomatic of great inequities in violation of federal law.

RUNNING

Since 1967, the women's marathon world record has been shaved by nearly 40 minutes. The current women's world record for the 26 mile, 385 yard run is 2:35:15. (9)

Although women have set marathon records and are constantly improving their speed, they still have not gained access to the Olympic Marathon. (10)

About 500,00 women are now jogging or running regularly as against 25,000 in 1972. More than 280 women ran in the New York Marathon in October 1977 compared to about 100 in the 1976 New York Marathon. (11)

Fewer than 1/2 of the 80 New York City high schools have cross-country teams for women. (12)

OLYMPICS

In the Winter Olympics for the years 1948-1972, gold medal performances for American women improved by 200%. In the Summer Olympics, American women's gold medal performances in the years between 1920 and 1972 increased 150%. (13)

At Montreal for the 1976 Summer Olympics, women's basketball was included for the first time. In the 1980 Olympics, women's field hockey will be included for the first time. (14)

FOOTNOTES

1. Roach, M.: "Is Title IX Scoring Many Points in Field of Women's School Sports?" New York Times, Sept. 27, 1977, p.51.

2. Ibid.

3. From a Dec. 1976 survey by the Association for Intercollegiate Athletics for Women of the number of its member schools offering intercollegiate competition for women as published in an article by M. Roach, "Is Title IX Scoring Many Points in Field of Women's School Sports?" New York Times, Sept. 27, 1977, p.51.

4. Hogan, C.L.: "From Here to Equality: Title IX," womenSports, V4, No.9, Sept., 1977, p.16.

5. Barnes, B.: "Scholarship World Opens for Area Women Athletes," Washington Post, June 14, 1977, p.14.

6. Tyson, M.: "Two Rhodes Converge," womenSports, V4, No.9, Sept. 1977, p.28.

7. Weber, E.: "God Bless You, Title IX," womenSports, V1. No.4, Sept., 1977, p.37.

8. Roach, M.: "Is Title IX Scoring Many Points in Field of Women's School Sports?" New York Times, Sept. 27, 1977, p.51.

9. Campbell, G.: "Long-Distance Lobby: Running into Trouble," womenSports, V4, No.11, Nov., 1977, P.22, 29.

10. Ibid, p.22.

11. Cowley, S.C.: "Women on the Run," Newsweek, Nov. 14, 1977, p.100.

12. Thompson, F. "Female Track and Field: An Untapped Source," New York Times, Nov. 6, 1977, p.25.

13 Gerber, E.: The American Woman in Sport, Addison-Wesley, 1974, p.4 (as cited in the report of Carole A. Oglesby, Ph.D. to the staff of the President's Commission on Olympic Sport, June 11, 1976, p.3).

14. Roach, M.: "Field Hockey for Women Joins Olympic Movement," New York Times, Oct. 23, 1977, sec.5, p.13.

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July 1978

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SOME POPULAR MISCONCEPTIONS ABOUT SPORTS FOR GIRLS

MYTH: Vigorous physical activity can be harmful to a woman's reproductive system.

FACT: Evonne Goolagong (tennis), Wendy Bogliolio (swimming), and Wilma Rudolph (track) might wish to take issue with the above myth. They are but a few of the fine athletes--too numerous to mention--who have become pregnant after many years of rigorous training for their sport.

The uterus, floating in a field of pelvic viscera, is well protected from shock, much like an egg floating in a vacuum-sealed jar filled to the brim with water. Unless the jar is shattered, the egg will withstand any movement without breaking. (1)

Furthermore, researchers have found no evidence to indicate that physical activity inhibits child-bearing. Labor was found to be shorter among a group of Hungarian women athletes and 50% fewer Cesarean section operations needed to be performed on this group than on the control group. (2)

MYTH: A girl who is an athlete will develop large muscles, which will make her feel and seem unfeminine.

FACT: The development of bulging muscles depends primarily on the amount of male hormone a person has, not on the amount of exercise. (3)

Recent studies indicated that female athletes felt that their participation contributed to, rather than destroyed, their feminine image. (4)

MYTH: Girls and women are not competitive by nature. They don't need sports.

FACT: Physical activity is a necessary component of the growth process. Bookwalter and VanderZwaag concluded that mental growth is contingent upon motor experiences and that the body's sense of position and movement, kinesthesis, is as important as the senses of sight, smell and touch for the integration of experiences. (5)

Girls are socialized not to compete, not to succeed. In general, they are not rewarded by society for achievement-oriented behavior. (6)

MYTH: Boys will consistently outplay girls.

FACT: With proper training, and opportunities to participate from an early age, girls are closing the gap on boys in sports. This is most easily documented in sports with measurable standards of achievement, i.e. track and field, swimming. (7)

A formal statistical analysis of the trends in women's track and swimming results predicts eventual equality between the sexes, perhaps within three or four decades. (8)

MYTH: Girls will get hurt more if they compete with boys than if they compete with girls.

FACT: Injuries are more likely to occur when little children compete against big children, regardless of their sex. An eight-year-old girl is more likely to be hurt competing against an eleven-year-old girl than competing against an eight-year-old boy. (9)

MYTH: Girls are less interested in sports than boys.

FACT: Girls have been socialized to be less interested in sports--but are not innately less so. They also have fewer role models to emulate. (10)

The gap in participation by boys and girls is getting smaller. In fact, a recent study of junior high school students in Boulder, Colorado, found that 78% of the girls in this age group wanted to play football. (11)

MYTH: No one is interested in watching girls play sports.

FACT: Over 9000 spectators were on hand at Pauley Pavillion in Los Angeles to see the UCLA and Maryland women vie for the national AIAW basketball championship in March 1978. Parts of the game were taped and televised nationwide the following day. (12)

The 58th Iowa State High School Basketball Championship for Girls drew more than 15,000 fans and was televised regionally over a nine-state area to a viewing public of 2 1/2 million. (13)

MYTH: Boys and girls do not want co-ed team sports.

FACT: According to a recent Gallup Youth Survey, most teenagers, girls and boys, believe co-ed participation in team sports should be permitted.

	Tennis	Swimming	Track	Basketball	Baseball	Football	Wrestling
Boys	89%	87	78	46	44	15	14
Girls	90%	85	79	51	58	22	11
Total	90%	86	78	49	51	18	12

(14)

FOOTNOTES

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13. Time, March 28, 1977, p.84-85.

14. "Intelligence Report--78% of Young Favor Co-Ed Sports," National NOW Times, Jan., 1978, p,11.

The research for this paper was conducted under the auspices of the WEAL Fund Intern Program which is supported by a grant from the Ford Foundation. Interns Ellen Sheriff, Carol Parry and Marge Rosenweig collected the data and drafted the copy. Char Mollison, Marguerite Beck-Rex and Bert Hartry provided editorial comments. The wrok was supervised by Carol Parr, Director of the Intern Program.

July 1978

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WOMEN'S EQUITY ACTION LEAGUE EDUCATIONAL AND LEGAL DEFENSE FUND

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Washington, D.C. 20005
202/638-1961

WILL TITLE IX "RUIN" INTERCOLLEGIATE SPORTS? NO!

Former Secretary Weinberger, in his June 26, 1975 testimony before the House Subcommittee on Post-Secondary Education, summarized the Title IX regulation in the following manner.

> With regard to the provision on athletics, first let us look at what the regulation does not require.
>
> 1. It does not require equal aggregate expenditures for members of each sex or for male and female teams.
> 2. It does not require two separate equal facilities for every (or any) sport.
> 3. It does not require women to play football with men.
> 4. It will not result in the dissolution of athletics programs for men.
> 5. It does not require equal moneys for athletic scholarships.
> 6. It does not require coeducational showers, locker-rooms and toilet facilities.
> 7. It does not mean the National Collegiate Athletic Association (NCAA) will be dissolved and will have to fire all of its highly vocal staff.
>
> The goal of the final regulation in the area of athletics is to secure equal opportunity for men and women while allowing schools and colleges flexibility in determining how best to provide such opportunity.
>
> Where selection for a team is based on competitive skill, or the activity involved is a sport involving physical contact between players, then the college can provide separate teams for males and females or if they wish, they can have a single team open to both sexes. If separate teams are offered, a recipient institution may not discriminate, on the basis of sex, in providing necessary equipment or supplies, or in any other way. I emphasize again that equal aggregate expenditures are not required. In determining whether equal opportunities are available, such factors as the following, among others, will be considered: whether the available sports reflect the interests and abilities of both sexes; provision of supplies and equipment; game and practice schedules; travel and per diem allowances, etc.
>
> Where a team in a non-contact sport, the membership of which is based on skill, is offered for members of one sex and not for members of the other sex, and athletic opportunities for the sex for whom no team is available have previously been limited, individuals of that sex must be allowed to compete for the team offered. However, this provision does not alter the responsibility which a college has with regard to the provision of equal opportunity.

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ORGANIZATIONS CONCERNED WITH WOMEN AND SPORTS

AMATEUR ATHLETIC UNION OF THE UNITED STATES (AAU)

Founded to establish rules for amateur sports and to protect amateur athletes from professionalism, the AAU promotes athletic development through competition. The national AAU organization is a union of thousands of local sports clubs organized and run by volunteers. The national organization serves as the governing body for eight Olympic sports and conducts programs in ten other athletic events.

AAU members are active amateur competitors who pay dues between $2.00 and $3.50. For further information and their publications list contact AAU, 3400 W. 86th St., Indianapolis, IN 46268. Ph. 317/297-2900.

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION AND RECREATION (AAHPER)

AAHPER states its goal as improving the quality of life through health, leisure and movement-related activities. An affiliate of the National Education Association, AAHPER is an umbrella organization for seven member associations through which it conducts its programs. Its role is one of support for the programs its members offer. AAHPER conducts no athletic programs, nor does it have any sports facilities. Rather, it seeks to bring sports organizations together to run joint programs, and to provide communication among all groups concerned with sports.

AAHPER is a voluntary membership organization. Dues range from $12.50 for students to $25.00 for professionals. For further information and their publications and audio-visuals list contact AAHPER, 1201 16th St. N.W., Washington, DC 20036. Ph. 202/833-5541. Publications ph. 202/833-5550.

ASSOCIATION FOR INTERCOLLEGIATE ATHLETICS FOR WOMEN (AIAW)

An affiliate of AAHPER, the AIAW is the largest national organization sponsoring college-level athletic programs for women. Membership is open to any college, university or junior college which is accredited as an institution of higher learning. For its members AIAW provides leadership

in maintaining high standards in women's collegiate sports programs, conducts national championships, and sponsors conferences, workshops and clinics. To participate in AIAW competitions, institutions must be members and adhere to AIAW policy. For further information and their publications list, contact AIAW, 1201 16th St. N.W., Washington, DC 20036. Ph. 202/833-5485.

BLACK INTERESTED COACHES

BIC was formed to create unity and interaction among black women coaches and sports personnel in the Philadelphia area. Its purposes are: to promote black women's and girls' participation in sports as players, coaches, officials and administrators; to support and encourage excellence in athletic performance and education by awarding scholarships to minority women; and to provide opportunities to share new and better coaching techniques. For further information contact: Nikki Franke, President, c/o Women's Intercollegiate Athletics, Temple University, HPERD, Philadelphia, PA 19122. Ph. 215/787-8739.

CENTER FOR WOMEN AND SPORT

The Center for Women and Sport, part of the Pennsylvania State University Sports Research Institute, was established to expand research interest in all areas relating to the female involved in physical activity. Specifically, the purpose is to identify and describe the female's response to exercise and sport at all levels of involvement throughout her life span. The physiological, endocrinological, psychological, sociological and biomechanical aspects will be included. In general, the intent of these research pursuits is to reduce ignorance and misconception about what happens to the female in vigorous and competitive physical activity.

The Center is not concerned with collecting data relating to Title IX or policy regarding the participation of girls and women in athletics. For further information contact Professor Dorothy V. Harris, Center for Women and Sport, White Building, University Park, PA 16802. Ph. 814/865-7591.

COLORADO GIRLS' AND WOMEN'S SPORTS COMMISSION (CGWSC)

Supported by a federal grant from the Women's Educational Equity Act, the CGWSC is designed to coordinate information and improve the channels of communication which will expand opportunities and encourage participation in sports for all Colorado girls and women. The Commission has developed a network of 15 regional coordinators who serve as local resource people and has established a Central Listing Service of sports activities. It publishes a newsletter and sponsors events spotlighting women's participation in sports. The special needs of groups such as the handicapped, minorities and senior citizens are part of their program. The CGWSC hopes it will serve as a model for other states. For further information contact CGWSC, State Services Building, 1525 Sherman St., Room 600C, Denver, Co 80203, Ph. 303/892-3679.

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORTS (NAGWS)

An affiliate of AAHPER, NAGWS serves the interests of teachers, coaches, officials, athletic administrators, trainers and sports directors at all levels. Services include special interest publications, official guides and rulebooks and professional conferences. Within the NAGWS is the AIAW, which regulates standards for women in intercollegiate athletics. For further information and their publications list contact NAGWS, 1201 16th Street N.W., Washington, DC 20036. Ph. 202/833-5540.

NATIONAL ASSOCIATION OF INTERCOLLEGIATE ATHLETICS (NAIA)

The NAIA, designed to serve small four-year colleges, is a national, multi-sport organization. NAIA philosophy maintains that sports are an important part of a complete educational program, but that athletics should be given no greater emphasis than other aspects of education. While compliance with Title IX is causing problems and confusion, the NAIA is trying to provide information and instruction. Affiliated with the AAU, the NAIA tries to participate in the national governing bodies of each sport in which it has a program. For further information, contact NAIA, 106 West 12th St., Kansas City, MO 64105. Ph. 816/842-5050.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)

The NCAA is a national association which serves as a forum for discussion and as a legislative and administrative body for the nation's universities and colleges in matters of intercollegiate athletics. It establishes standards for competitive events, sponsors national championships, formulates, publishes and disseminates rulebooks, negotiates television contracts for sports coverage and cooperates with other athletic organizations to promote international competition. The NCAA has not in the past and does not now offer athletic programs for women. The NCAA filed and lost a suit against HEW challenging Title IX's coverage of revenue-producing sports. The AIAW joined the suit on the side of HEW in support of the regulations. For further information, contact NCAA, P. O. Box 1906, Shawnee Mission, KS 66222. Ph. 913/384-3220.

NATIONAL FEDERATION OF STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS (NFSHSAA)

NFSHSAA consists of the 50 individual State High School and/or Activities Associations. Its programs concentrate on providing services to high school athletes, coaches, trainers and administrators. These services include: dissemination of rulebooks, training manuals and teaching aids, representing views of high schools before national and international sports organizations and all levels of government, writing and interpreting rules of competition, and offering examinations for certifying officials. NFSHSAA does not regulate high school programs, but works to implement, rather than innovate, high school sports policies. NFSHSAA has acted to prevent outside organizations from imposing policies on interscholastic athletic activities. For further information contact NFSHSAA, 400 Leslie St., Elgin, IL 60120. Ph. 312/697-4100.

NATIONAL JUNIOR COLLEGIATE ATHLETIC ASSOCIATION (NJCAA)

NJCAA is the only national organization for intercollegiate athletics that provides championships for both men and women. Because of this, the NJCAA tries to develop and maintain rules that apply equally to both sexes. Membership in the NJCAA is limited to junior colleges and comparable institutions. Basically, this organization endeavors to promote sports participation by all students and emphasizes the role of sports as part of the total educational experience. For further information, contact NJCAA, P. O. Box 1586, Hilton Inn, Hutchinson, KS 67501. Ph. 316/663-5445.

OUTDOOR WOMEN

Outdoor Women is a new national organization which encourages women to enjoy outdoor sports, provides women who already pursue these interests with activities that bring them together with others, and promotes conservation. The group publishes a monthly newsletter and organizes outings, trips and workshops for women who enjoy or who would like to learn skills in outdoor sports such as fishing, boating, camping and backpacking.

Local Outdoor Women chapters now exist or are forming in Washington, DC, Lansing, MI, Los Angeles, and Chicago. Membership, which is open to women of all ages, is $6.00 to $12.00 per year. For further information contact Outdoor Women, 500 12th St. S.W., Suite 810, Washington, DC 20024. Ph. 202/484-3709.

UNITED STATES OLYMPIC COMMITTEE (USOC)

The USOC is responsible for selecting and fielding the United States Olympic team according to the rules imposed by the International Olympic Committee and the International Sports Federations. The traditional role of the USOC has expanded to include two national areas - the administration of the Pan American games and the raising and allocation of money for the development of amateur sports. Those organizations recognized as national sports governing boards (NGB) have the greatest voting power on the USOC. To be recognized as a NGB, an organization must be open to and governed by members chosen without regard to race, color, creed, religion or sex. For further information contact USOC, 57 Park Avenue, New York, NY 10016. Ph. 212/686-1456

WOMEN'S SPORTS FOUNDATION

The purposes of the Foundation are to promote equal rights and opportunities for women in sports, to educate women and the general public with respect to women's athletic capabilities and achievements, and to encourage women of all ages and skills to become involved in sports activities for their health, enjoyment and personal development. The Foundation proposes to start a Women's Sports Hall of Fame. It maintains a reference library and information center on topics related to women in sports and a film lending library for members. For further information contact Women's Sports Foundation. 1660 South Amphlett Blvd., Suite 266, San Mateo, CA 94402. Ph. 415/574-4622.

YOUNG WOMEN'S CHRISTIAN ASSOCIATION (YWCA)

A council of the 6,000 YWCA clubs in the nation, the National Board of the YWCA is concerned with the general welfare of all women. Goals of the National Board include eliminating all forms of racism, supporting programs and positive social change for women, advancing equal rights and joining together women of all backgrounds in activities which promote individual growth. Membership fees vary from $10.00 to $25.00 per year. Independent of the YMCA, the YWCA encourages social progress in the fields of health, education, culture, leadership and overall physical fitness. For further information, contact YWCA, 600 Lexington Avenue, New York, NY 10022. Ph. 212/753-4700.

June 1978

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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WHAT YOU CAN DO!

ACTION IDEAS TO EVEN THE SCORE

Although there is still a long, long way to go before we achieve equal opportunity in sports and athletics, there have certainly been improvements in the status of women and girls in sports during the past few years. Many of the positive changes that have already occurred can be traced to the efforts of a single individual or a small group of people working toward a shared goal. So don't think you need vast amounts of time or money or highly sophisticated statistical skills in order to have an impact.

By making a few phone calls, one woman can obtain a lot of information about, for example, the availability of athletic scholarships to female students at a local college. Two or three women, by visiting a junior high or high school principal or writing letters to members of the school board can learn a lot about the budgets for male and female athletic programs.

If you have the womanpower, don't hold back from conducting a large-scale project. For instance, a group in Boulder, Colorado, designed a questionnaire to test students' attitudes toward girls' participation in sports and found that:

- a substantial majority of the girls polled wanted to be able to participate in every sport offered to boys;
- both girls and boys rate physical education and athletics as being very important to them;
- while expressing reluctance to reduce funding for their own programs, boys agreed that girls' sports deserved better funding and that girls' access to sports facilities and equipment should be increased;
- the students strongly endorsed coeducation physical education classes.

A copy of the complete report, "A Student Survey of Secondary Physical Education and Athletics," is available from Sharon L. Menard, 2348 North 107th Street, Lafayette, Colorado 80026.

We hope that the following list of things you can do will suggest some possibilities that you may not have considered and stimulate you to design and undertake a course of action that is appropriate for your school or community. Developing your own ideas for large- or small-scale projects can be a lot of fun. Implementing those ideas can be very satisfying.

• Inform Yourself. Ask questions, collect and analyze information. Learn about the relevant provisions of Title IX. Talk to the Title IX coordinator in your school district or on campus. (The Title IX regulation requires that such a person be appointed.) Find out the policies of your state Department of Education with regard to equal opportunity in sports and athletics. Sometimes just letting it be known that you are studying sex discrimination in sports can bring results. Before the Task Force on Equality in Education in Lakewood, Ohio, had a chance to complete its study, the Board of Education added three girls' sports to the athletic program.

Ask students about their programs. Are the girls as well as the boys provided with a basis for a lifetime of physical activity along with some knowledge of the requirements for physical fitness throughout life?

Two women in New York state looked into policies and practices related to extra-instructional activity pay for coaches in their school district. Their investigation was very effective, and school officials began to refer to them as "Woodward and Bernstein."

Are there state laws that prohibit sex discrimination in education or sports? New Jersey has adopted such a provision. Pennsylvania has a state Equal Rights Amendment. Can you interest a state or local civil rights agency or commission on the status of women in cooperating with you on a project or in conducting an independent study?

• Talk to the People Who Make Policy. A friendly talk with a superintendent of schools or college president can often result in significant changes. It doesn't hurt to point out positive changes that are occurring in other districts or regions.

Go to meetings of the school board and write to members of the board. Share your concerns with these people by pointing out where discrimination is and what needs to be done. Show them the information and materials you have collected.

Keep up with what the Board of Regents is doing. Communicate with state officials, especially the governor, legislators, and the state superintendent of education.

• Work with Students, Parents, Faculty, Principals, and Administrators. Suggest that a PTA or faculty committee study the situation in physical education classes, interscholastic, and intramural sports. Set aside a special meeting for discussion of the committee's findings. Encourage and support those physical education teachers and coaches who are taking positive steps to reduce inequities. Leading the way to new practices and procedures is often discouraging, so let them know that their efforts are valued and appreciated. If they're doing an outstanding job, write a letter to their supervisors saying so.

Review the self-evaluation report that schools were supposed to complete in July 1976 and suggest ways you or your group might help education officials combat sex discrimination in physical education and athletic programs.

• Visit School and Public Libraries. Encourage the librarians to obtain books about women and girls in sports. Provide them with copies of the bibliographies in the WEAL Fund Sports Kit. Encourage them to organize special displays of relevant books and materials.

• Meet with Career and Guidance Counselors. Girls as well as boys should be encouraged to explore some of the many career opportunities related to sports. Some of the obvious possibilities besides player, teacher, and coach include: trainer, team administrator, official, recreation director, and possibilities in the fields of sports medicine, sports law, sports journalism, the sociology of sport, photography, equipment sales, and public relations.

• Find Out about the Governance of Sports in Your Area. In many states local institutions affiliate with associations which make the rules governing interscholastic competition. Establish whether women or women's interests are represented on the governing boards. The national associations that govern intercollegiate athletic competition claim most colleges and universities as members. Remember that Title IX states that the rules and regulations of such associations do not exempt member instituions from compliance with the law.

• Get Good People--Women and Men--on Boards. Members of school boards influence athletic policies too, and are in a position to encourage Title IX implementation. Find out how those running for the school board feel about equal opportunity in sports and athletics. You can do this by sending out a questionnaire to all board candidates and then publishing the results. You can sponsor candidate forums at which the public has an opportunity to ask questions about candidates' views and plans for achieving their objectives. You can go to public meetings and raise questions yourself.

Or organize your own campaign to run for the school board or board of regents. According to a 1974 research study by the National School Boards

Association, women comprise less than 12% of the school board members in the United States and this proportion has not changed significantly during the past fifty years. If the governing boards are appointed rather than elected, put pressure on the person who does the appointing. You can either recommend the nomination of a particular candidate or urge that demonstrated commitment to equality of educational opportunity be required of all nominees.

• Conduct a Workshop. Program planners for local and state meetings of all kinds often welcome suggestions and ideas for presentations, panels, and discussions. Why not focus the discussion on a film? (See the Selected List of Audio-Visual Materials in the WEAL Fund Sports Kit.) Or you might want to put together your own slide show about equal opportunity in sports and athletics. Once you develop and organize your materials, you'll be able to use them over again for similar presentations before other groups.

• Write to the United States Commission on Civil Rights. In fiscal year 1977 the Commission is beginning a study of Title IX with an examination of sex discrimination in physical education classes and competitive athletic teams at three educational levels--elementary, secondary, and higher education. Inform the Commission about your interest in this project and ask their assurance that the study will be adequately staffed and funded. The Commission is at 1121 Vermont Avenue, N.W., Washington, DC 20005.

• Use the Media. Issue press releases or take the results of your study to local newspaper reporters, radio, or TV stations. Publicity can help bring about the changes you want to achieve. Because public officials hate bad publicty, one effective strategy is to notify them in advance about information that you intend to publicize.

Ask the local media to expand their coverage of women's and girls' athletic events. Students can make the same requests of their school newspapers. Encourage the development of feature stories that highlight positive developments like successful integration of physical education classes.

• Express Your Views to Your Elected Officials. Letters and phone calls from constituents do make a difference. This strategy is effective not only for getting new laws passed, but also for securing adequate enforcement of existing laws like Title IX. Remember to acknowledge the assistance and support of people who are responsive. That's a good way to encourage future cooperation.

• File a Complaint. If you've had no success by trying other approaches, filing a complaint under Title IX or the Equal Pay Act may bring the desired results. (Refer to the Model Complaint Letter in the WEAL Fund Sports Kit.) It's often preferable for an organization like WEAL to file the complaint so as to reduce the chances of harassment or retaliation.

As you probably know, WEAL got its start by filing charges of sex discrimination against over 300 colleges and universities.

Press the enforcement agencies to investigate the complaint. Help them do a good job by collecting and providing information to support your charges. Request regular progress reports on the status of the complaint. Also ask your Senators and Representatives to ask the compliance agencies for reports on the status of the complaint. Inquiries from them are answered more promptly than letters from the general public.

• Keep the WEAL Fund Sports Clearinghouse Informed. Whether yours is a one-woman committee or a group of thirty-three, please keep us informed about what you do. We appreciate the letters, newspaper clippings, and reports that people all over the country send to us and we use these materials to build a record of the progress being achieved and to identify barriers and obstacles that still stand in the way.

No matter how small, every effort to achieve equal opportunity in sports and athletics is significant. What you do does make a difference.

July 1978

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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THE WEAL EDUCATIONAL AND LEGAL DEFENSE FUND was incorporated as a non profit tax exempt organization in 1972. WEAL Fund's goal is to secure legal and economic rights for women by carrying on educational and research projects in the area of sex discrimination, by monitoring the implementation and enforcement of civil rights and other laws, and by initiating and supporting law suits in the field of equal rights. We have received a Ford Foundation grant to support our intern program for students and other individuals. Present activities include analyzing women's access to fellowships and training opportunities, developing a sports clearinghouse, working on the Decade for Women World Plan of Action, monitoring the status and role of women in the military, and influencing public policy in education and employment by cooperating with other public interest groups.

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WOMEN'S EQUITY ACTION LEAGUE EDUCATIONAL AND LEGAL DEFENSE FUND

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MODEL LETTER FOR FILING A COMPLAINT UNDER TITLE IX OF THE EDUCATION AMENDMENTS OF 1972

Your Address
Date

Director, Office for Civil Rights
U.S. Department of Health, Education and Welfare
Washington, DC 20201

Dear Director:

I am (We are) hereby filing a complaint of sex discrimination (and race or national orgin discrimination, if applicable) against_____ _____(name and address of the institution). This discrimination violates Title IX of the Education Amendments of 1972 and other applicable laws.*

The name(s) and address(es) of the person(s) filing this complaint is (are):

_____

(The complainant need not be the person discriminated against, and indeed an individual is probably afforded greater protection against possible harassment or retaliation if a group files on behalf of that individual.)

The person (people) hurt by the sex discrimination is (are):

_____

_____

[Fill in the name(s) and address(es) of the person(s) discriminated against if it is three or fewer people. If there are more than three people, describe them in general. For example, "the part-time faculty members in the College of Arts and Sciences," "the female members of the ski team," or "all the girls in the sixth grade class."]

A description of the sex discrimination I am (we are) complaining about follows:

_____

* See chart of Federal Laws and Regulations Prohibiting Sex Discrimination. If employment discrimination is involved, other federal, state and local fair employment laws may also be violated. This letter can be modified to serve as a complaint under Executive Order 11246, Title VII of the 1964 Civil Rights Act, the Equal Pay Act of 1963, or Title VIII of the Public Health Service Act.

(describe what the institution has done that is descriminatory; the approximate dates when the discrimination took place; whether the discrimination is still continuing; identify by name any people who were the ones who discriminated and describe their position or relationship to the institution; describe how the discrimination took place; and provide some details to explain what happened that was discriminatory. If the discrimination is causing an emergency such as the loss of a job, explain the emergency and underline it. Attach some of the evidence you have such as copies of letters or memoranda which you want to provide. Before the investigation begins you can submit additional information.)

I (We) hereby request an immediate investigation of this complaint and notification of the dates it is to take place. I (We) also request copies of all written preliminary findings of the investigation and of the specific facts upon which such findings are based and a copy of all of your agency's correspondence with the institution pertaining to your determination with respect to the complaint as to whether a violation has occurred.

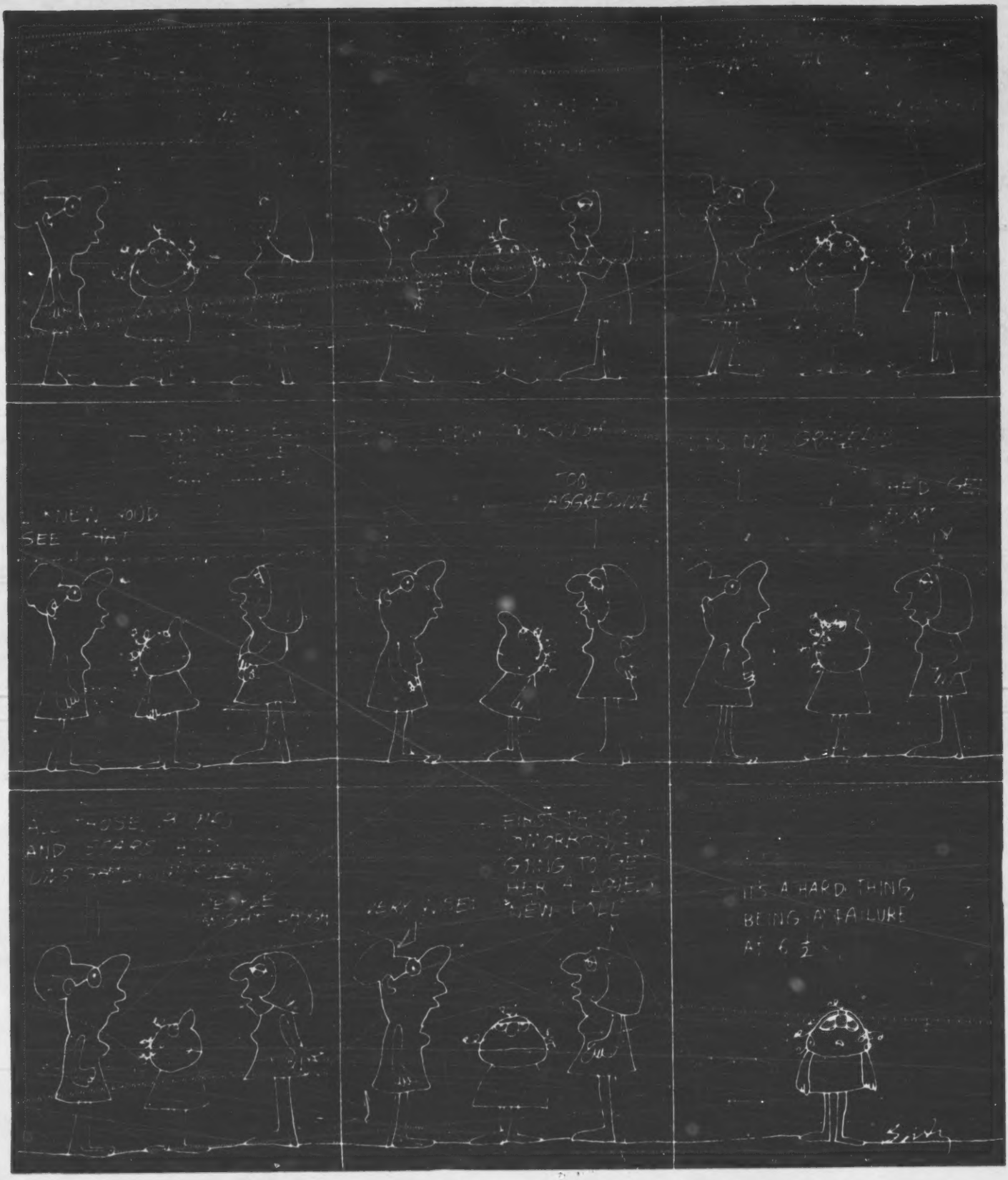
Sincerely,

_____
(Signature)

Name
Address
Telephone Number

(Suggestion: Unless you want to preserve your confidentiality, send copies of your complaint, without the evidence, to persons with influence on eliminating discrimination. It can be useful to show on the complaint that you sent copies as follows.)

cc: Title IX Coordinator and/or Equal Opportunity Officer
U.S. Senators and Representatives from the state or district where the institution is located
Governor
Selected state legislators
Campus, state or local commission on the status of women
State or local human rights commission
Student and faculty governing bodies
Alumni organizations
Organizations and projects like WEAL Fund and PEER
Local chapters of national women's organizations like WEAL and NOW
Women's caucus of the appropriate professional society
Local and/or state newspapers, with a brief press release describing the action you are taking
SPRINT -- 805 15th Street, N.W., Washington, DC 20005 (#822)



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A FEMINIST LOOKS AT SPORTS

Phyllis Z. Boring

When the women's movement first shifted into high gear at the end of the 1960's and beginning of the 1970's, sports was not high on the list of priorities. Probably for many people interested in improving the status of women and girls it was not immediately apparent what that goal had to do with athletics, just as it was not immediately clear to many women involved in physical education or sports what the women's movement had to do with them. When feminists did begin seeking equality of opportunity for women and girls in athletics as in other areas of life, we discovered to our dismay that it was not quite clear what we meant by equality; the principles that applied so nicely to equal employment opportunity or to medical school admissions simply did not hold across the board for sports. And, to further complicate matters, even the principles of equality that we could develop did not necessarily coincide with what women physical educators or athletic directors have said is best for women in sports. The issue is a complex one and one that creates an emotional reaction in many, but, as we shall note below, it is an area that cannot be ignored if we truly intend to achieve complete educational and employment opportunity for women and girls as well as end the pattern of sex-role stereotyping that has pervaded our culture, hampering the complete development of both girls and boys.

Physical Fitness Is Beautiful

Women and girls have been discouraged from developing and maintaining athletic skills on the double fallacy that physical activity is unfeminine and that females need to be protected from exertion. In fact, what can be more unattractive than the person who is overweight and out of shape? And what can be more unhealthy? If we are to function at our maximum potential mentally and physically, it is important that we develop habits

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of exercise from childhood on. Anyone who does exercise regularly -- be it through bicycling, jogging, swimming, tennis or some other activity -- knows that he or she feels better, looks better, is less fatigued, and thinks more clearly. The sad truth is that we in this country have become a spectator society and that on the average a decline in physical fitness sets in at age 10 or 11 except for the handful of children who are encouraged to participate in athletics. It is a trend that we must reverse, and we must reverse it for girls as well as boys.

But don't girls need to be protected from strenuous exercise? Won't they develop bulging muscles? The answer is no. Until a few years ago we "protected" children and women from participating in distance races beyond a mile; today we not only have children successfully completing marathons (26 miles, 385 yards) but we have learned that women have greater endurance than men and do well in 50 mile and even 100 mile races. Bulging muscles are related to hormones. Women, having different hormonal balances than men, will not begin to look like male weightlifters even if they lift weights; they will merely strengthen themselves for running, swimming, playing tennis, or other physical activities.

Sports and Sex-Role Stereotyping

The idea that men and boys do while women and girls watch is a pervasive one in our culture and one that is potentially harmful to both boys and girls. Although sex-role stereotyping occurs at all levels of activity from career choices to household tasks to treatment of children in the schools, nowhere is the dichotomy more apparent than in sports. The girl who wishes to run and play is immediately labeled a "tomboy." The boy who would rather play the violin than football is a "sissy." If we are truly to provide our children with the opportunity to develop themselves according to their own interests and abilities, we must break down these patterns and myths in athletic activity.

It is because of the imbedded notion of "male" and "female" activities that the reaction to improving sports opportunities for girls has been so emotional. Some Little League managers in New Jersey, when ordered by the state to admit girls, protested that it was their function to train professional baseball players and therefore girls could not play. How much damage these misguided men have undoubtedly done over the years to boys who just want to play for fun and who are not gifted athletes! The coach of one bigtime college football team has been quoted as saying that if women participate in sports it will emasculate his players. What kind of negative psychological pressure has he placed on the young men he has trained over the years?

Women and girls in this country have never developed themselves to their full physical potential; now that they are participating, we are seeing new records being set on almost a daily basis. There is no question that full participation in sports will have a beneficial impact on women in the generations to come. Less obvious, but equally true, is the fact that men and boys will benefit psychologically when it becomes apparent that not all men are "jocks" and not all women are uninterested in sports.

Taxation without Participation

When the women's movement did turn its attention to sports, one of the first things we discovered was a pattern of ecomomic discrimination. Taxpayers, who come in both sexes, finance school sports programs, but our sons, not our daughters, were benefiting. College students, who come in both sexes, are required to pay student fees to support intercollegiate athletics, but only the men were allowed to participate. We were stunned by the inequities when we calculated them in dollars and cents. Because the difference in expenditures has been in the millions of dollars at large universities and in the thousands even in local school districts, the resistance to change has been enormous. It is unrealistic to expect equal budgets for men's and women's sports in the near future because it will take many years to develop new programs, but the effort to move in that direction must be made at both the public school and college levels. Where change will come most easily is in the junior high schools as it is there that interscholastic sports activities usually begin and yet the girls are at an age when they have not been totally convinced that it is better to clap for the boys than play themselves.

Equal Educational Opportunity

There are two ways in which sports activities may be viewed as part of the educational opportunities afforded students. Every college and high school in the country justifies competitive athletics on the grounds that they are educational, that they give to the participant training in leadership and character. If this is so, and if the sports program is run correctly with the emphasis on self-improvement, cooperation, and good sportspersonship rather than on winning at any price, then it is unfair to deny to girls the same opportunity that one provides for boys. While competitive athletics will never serve all students, the physical education program can and does, and there, too, equal educational opportunity should be our goal. All too often in the past the boys' and girls' programs have differed

radically, with the boys being given an opportunity to play without adequate instruction and the girls being given instruction without much opportunity to play. Without coeducation, there can be no guarantee that boys and girls will be given equal programs, and undoubtedly both sexes will benefit in schools where good physical educators, who are good teachers, respond favorably to this new challenge. Coed physical education can work well, providing a sound basis for lifetime sports: at East Brunswick High School in New Jersey, teachers and students have found that skating, bicycling, and hockey have proven to be exciting and enjoyable activities for all students, and ones that the students can continue after graduation. Those who view physical education as a training ground for interscholastic football players are not only guaranteeing disaster in coed classes but are also doing a great disservice to the majority of students, male and female, who will never play competitive football.

Equal Pay for Equal Work

Title IX of the Education Amendments and the Equal Pay Act both require equal pay for equal work. In the area of coaching salaries, equal pay has not been the practice in the past and many schools are under pressure to equalize salary scales. No point system has yet been accepted by the United States Department of Labor as fairly weighing the relative skills. responsibility and effort involved in the various sports. In general one may say that "major" sports -- football, basketball -- do merit higher coaching salaries than "minor" sports -- tennis, golf, swimming -- and that the salary for the coaches of the boys' and girls' teams in any given sport should be the same. If they are not, the school will have to be able to prove that the two positions do not require substantially similar work.

The Double Standard

Feminists have asked that women and men be judged and treated equally, that the best students be admitted to graduate and professional schools solely on the basis of their merits, not on the basis of sex, that the best person be hired for a job, again solely on the basis of merit. But suddenly in the area of sports, we are confronted with reality: women, on the average, after the age of perhaps 12 are smaller, lighter, and weaker than men on the average. Does not true equality mean that most women should be excluded from athletics entirely? If not, how do we justify a double standard?

Interestingly enough, we have always justified double standards in athletics on other grounds, and we can use these precedents quite nicely in requiring separate teams for girls -- while simultaneously allowing star female athletes to compete on boys' teams -- and in giving a trophy to the first woman who finishes a distance race even though thirty men may cross the finish line ahead of her. In activities such as boxing, wrestling and tennis, we have grouped participants by weight or by age; the lightweight is protected from competition with the heavyweight, but the exceptional lightweight may compete aginst bigger boxers if he chooses to. We know that professional baseball players are superior to college, high school or Little League players, but we nevertheless support Little League; we are interested in the achievement of the children in competition with others at their own skill level. In races we happily give trophies to the youngest finisher, the oldest finisher, etc., again recognizing achievement at varying levels. Such a "double" standard encourages maximum participation in sports, and that should be our goal.

The Last Word

All issues relating to women's sports have not yet been resolved and undoubtedly we will not have all the answers for many years to come. It is not even definite who has the last word on these issues, although very probably the courts will make decisions based on the Constitution, that will go beyond the requirements of Title IX. The following, however, is clear:

> State interscholastic athletic associations do not have the last word. If their policies prohibit girls from competing with boys in non-contact sports, for example, those policies are in conflict with Title IX, and the schools must abide by federal law.
>
> The NCAA and the AIAW, at the intercollegiate level, do not have the last word. AIAW, in an honest effort to avoid the abuses in recruitment and exploitation of athletes of which the men have been guilty, nevertheless cannot expect colleges to abide by policies that are counter to Title IX, which requires equal treatment of male and female students in the awarding of athletic scholarships.
>
> Title IX, in failing to require that girls be allowed to compete with boys in contact sports where teams are not provided for girls, probably does not have the last word because of the guarantee of equal protection provided in the Constitution. In Pennsylvania, where there is a

state Equal Rights Amendment, the courts have already ruled that girls cannot be so excluded.

In the end, the last word on women in sports will be greatly affected by those who have recognized the need for and encouraged the development of non-discriminatory standards in sports. If we persist in our efforts to enforce legislation like Title IX and the Equal Pay Act, and if we continue to demand the equality women have been denied, we will eventually succeed in furthering the purpose of sports: development to the fullest of the physical well being of all individuals. It is clear then that future directions will be largely determined by those young girls who are learning how much fun and personal satisfaction sports provide and who demand their right to equal play.

THE WEAL EDUCATIONAL AND LEGAL DEFENSE FUND was incorporated as a non profit tax exempt organization in 1972. WEAL Fund's goal is to secure legal and economic rights for women by carrying on educational and research projects in the area of sex discrimination, by monitoring the implementation and enforcement of civil rights and other laws, and by initiating and supporting law suits in the field of equal rights. We have received a Ford Foundation grant to support our intern program for students and other individuals. Project activities include analyzing women's access to fellowships and training opportunities, developing a sports clearinghouse, working on the Decade for Women World Plan of Action, monitoring the status and role of women in the military, and influencing public policy in education and employment by cooperating with other public interest groups.

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TITLE IX SECTIONS APPLYING TO SPORT

Athletics

(a) *General.* No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic, intercollegiate, club or intramural athletics offered by recipient, and no recipient shall provide any such athletics separately on such basis.

(b) *Separate teams.* Notwithstanding the requirements of paragraph (a) of this section, a recipient may operate or sponsor separate teams for members of each sex where selection for such teams is based upon competitive skill or the activity involved is a contact sport. However, where a recipient operates or sponsors a team in a particular sport for members of one sex but operates or sponsors no such team for members of the other sex, and athletic opportunities for members of that sex have previously been limited, members of the excluded sex must be allowed to try-out for the team offered unless the sport involved is a contact sport. For the purposes of this part, contact sports include boxing, wrestling, rugby, ice hockey, football, basketball and other sports the purpose of major activity of which involves bodily contact.

(c) *Equal opportunity.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics shall provide equal athletic opportunity for members of both sexes. In determining whether equal opportunities are available the Director will consider among other factors:

(i) Whether the selection of sports and levels of competition effectively accommodate the interests and abilities of members of both sexes.

(ii) The provision of equipment and supplies;

(iii) Scheduling of games and practice time;

(iv) Travel and per diem allowance;

(v) Opportunity to receive coaching and academic tutoring;

(vi) Assignment and compensation of coaches and tutors;

(vii) Provision of locker rooms, practice and competitive facilities;

(viii) Provision of medical and training facilities and services;

(ix) Provision of housing and dining facilities and services;

(x) Publicity.

Unequal aggregate expenditures for members of each sex or unequal expenditures for male and female teams if a recipient operates or sponsors separate teams will not constitute noncompliance with this section, but the Director may consider the failure to provide necessary funds for teams for one sex in assessing equality of opportunity for members of each sex.

(d) *Adjustment period.* A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the elementary school level shall comply fully with this section as expeditiously as possible but in no event later than one year from the effective date of this regulation. A recipient which operates or sponsors interscholastic, intercollegiate, club or intramural athletics at the secondary or post-secondary school level shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

Physical Education

A recipient shall not provide any course or otherwise carry out any of its education program or activity separately on the basis of sex, or require or refuse participation therein by any of its students on such basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

(a) With respect to classes and activities in physical education at the elementary school level, the recipient shall comply fully with this section as expediciously as possible but in no event later than one year from the effective date of this regulation. With respect to physical education classes and activities at the secondary and post-secondary levels, the recipient shall comply fully with this section as expeditiously as possible but in no event later than three years from the effective date of this regulation.

(b) This section does not prohibit grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex.

(c) This section does not prohibit separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball and other sports the purpose or major activity of which involves bodily contact.

(d) Where use of a single standard of measuring skill or progress in a physical education class has an adverse effect on members of one sex, the recipient shall use appropriate standards which do not have such effect.

(e) Portions of classes in elementary and secondary schools which deal exclusively with human sexuality may be conducted in separate sessions for boys and girls.

Athletic Scholarships

(1) To the extent that a recipient awards athletic scholarships or grants-in-aid, it must provide reasonable opportunities for such awards for members of each sex in proportion to the number of students of each sex participating in interscholastic or intercollegiate athletics.

(2) Separate athletic scholarships or grants-in-aid for members of each sex may be provided as part of separate athletic teams for members of each sex to the extent consistent with this paragraphs and § 86.41 of this part.

WOMEN IN SPORTS

Maren Seidler, the U.S. record holder in the women's shot put, was the subject recently of a generally favorable article in a weightlifting magazine. Response, in the form of stacks of letters, was mixed. "Some people said I was crazy," reported the amiable Seidler. "Some said I was no credit to my sex, to femininity. But others offered to send money to help me train, and one guy wanted to do what sounded like a pornographic weightlifting book." [1]

The role of women in all areas of our society currently is undergoing critical scrutiny. Women's participation in sports is one aspect in the midst of radical upheaval, partly because women are demanding more opportunities to participate and partly because society's perception of women athletes is changing. Sports opportunities for girls and women are now increasing at all levels of the school/college community, spectator interest in women's athletics has increased, professional athletic opportunities for women are on the rise, media coverage of women's intercollegiate and professional sports is becoming more extensive, and institutions either desire or are forced to comply with the mandate of Title IX of the Education Amendments Act of 1972.[2]

Nevertheless, while great improvements are being realized and many inequities in athletic programs are being eliminated, opportunities for women in these programs still fall far short of what is wanted and needed. Most girls and women – the 10-year old baseball player who must participate on a boys' team in order to play at all (providing it is even lawful to do so); the co-ed swimmer who cannot practice in her university's multi-million dollar facility or have access to a coach; and the professional who finds it difficult to earn a living in the sports field – are still justified in believing that the American system of athletics is less than completely fair and equitable.

A classic, oft-cited observation from *Sports Illustrated* noted the widely-held notion that sports are good for people because they contribute significantly to the development of better citizens, build healthier and more vigorous bodies and minds and promote a better society. The article goes on to say, however, that when it comes to practicing what is preached, females – more than half the population – often find that this philosophy does not apply to them. In effect, "sports may be good for people, but they are considered a lot gooder for male people than for female people." [3] It can still be documented that most inadequacies in sports programs or barriers encountered by athletes are more acutely felt and more difficult to overcome for women athletes.

A number of major issues now confront women in athletics. The issues are both clouded and caused by pervasive misconceptions of what women athletes want and need to pursue their goals and objectives. Old medical and moral myths are perpetuated, and women continue to be excluded from the critical process of deciding the "right and proper" course of action for women in most areas of sports. Programs exist or don't exist according to preconceived notions which question a woman athlete's physical abilities, morals and motives. The inequities and discrimination so long unchallenged continue to retard the country's athletic efforts and to damage the sports environment. Barriers in organization, financial support, facilities, training and coaching combine in any number of ways to prohibit the optimum development of women in sports.

The foremost issue is that women lack significant organizational influence. They play virtually no role in the structures which formulate athletic policy and implement programs. Only a handful of women have ever been officers of any national governing bodies, of the AAU, or of groups at the high school and collegiate levels. Where women are involved as coaches or administrators, their numbers are small and the authority and responsibility granted them is often significantly less than that accorded men. Consistent efforts are not made to provide the incentives and training needed to move women into positions of athletic administrative power at schools and universities, nor do women have significant input at any level of the sports community – from local clubs to national governing bodies.

Funding is another area in which women's programs suffer great inequities. Developmental and participation activities for women athletes receive much less financial assistance than do men's activities. According to any scale of measurement – absolute or relative, in substance or in kind – women's programs in most cases do not get an adequate or equitable share of the pie (further illustrating the absence of women on the councils which decide how avail-

[1] Interview with PCOS representative, November 1976.

[2] Title IX prohibits sex discrimination across the board – from the admission of students, to the treatment of students once they are admitted, to the employment practices of an institution. It is the only sweeping federal law that prohibits sex discrimination against students.

Title IX provides that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

[3] *Sports Illustrated*, May 28, 1973, p. 90.

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able monies will be spent). For example: The women's athletic budget at a major American university is now a seemingly healthy $227,816, up from $18,000 two years ago. However, it is still paltry compared to the nearly $4 million total athletic purse. There are instances in which effective changes are being made with respect to establishing a more equitable system of priorities for dollar allocations, the number of sports offered, and the scholarships provided to men and women, but they are certainly rare exceptions to the rule.

A general lack of parity for women athletes exists also when it comes to facilities and equipment. Facilities for women are either lacking completely or access to those shared with men's programs is severely restricted. Examples include schools at which women are allowed to use the gym only when the men do not, perhaps from midnight until 8 a.m., or at which women are not provided such things as uniforms or transportation to games, while men receive both. In numerous instances, women athletes have no access to training rooms.

In addition to gross deficiencies in influence, funding and facilities, women athletes are hindered by a general lack of well-structured programs and services. The number of participation opportunities, the types of activities and the levels of competition offered are usually far short of what is needed. Further, the medical, educational and training assistance for those programs is often extremely inadequate and little effort is being made to remedy the situation.

SUMMARY AND CONCLUSIONS

Discrimination still operates against women athletes in this country, particularly in terms of organizational influence and authority, access to facilities and equipment, financial assistance, and opportunities for recreational and competitive programs. Women are prohibited by law, regulation, tradition, or hostility from receiving either an equitable or adequate share of athletic resources and opportunities. Further, as Maren Seidler pointed out, a woman participating in sports is very likely to be subject to subtle, or not so subtle, social and psychological pressures. Nevertheless, changes are occurring, as indicated by the creation, implementation and enforcement of Title IX of the Education Amendments Act of 1972. This federal law was designed to identify the needs of women in educational institutions and to establish standards which would ensure equality of opportunity. Athletics are especially emphasized in the regulations to implement the law, although few specific actions are mandated. In fact, the regulations grant institutions considerable flexibility in developing non-discriminatory athletic programs tailored to meet the needs of participants. Regulations do not require the duplication of men's programs for women, nor is it mandatory to offer exactly the same sports in exactly the same fashion for both women and men. Additionally, Title IX does not automatically equate equal opportunity with penny-for-penny expenditure. Rather, it requires *overall* equality of athletic opportunity, with specific athletic programs being determined primarily by the interests and abilities of women and men participants.

Although Title IX is undergoing challenge in the courts in an attempt to further clarify the meaning of the regulations, it is an encouraging attempt to address the problems of women in sports and to effect solutions. The Commission supports the non-discriminatory intent of Title IX. Accordingly, it recommends that the central sports organization (CSO), once established, give high priority to the many issues concerning women's role in athletics. The CSO should immediately seek to develop methods to ensure that women play an equitable role in all aspects of sport with reasonable opportunities for participation. As well, the CSO should take an active part in creating programs to establish a fair and healthy sports environment for all.

As an example, some specific elements of the CSO's national policy regarding women in sports might include such things as:

- A program to educate the general public to eliminate the old myths and effect a change in attitudes toward women athletes;
- The establishment of programs (grants, loans, scholarships, clinics, seminars, etc.) to provide women with both participation opportunities and careers in sports by encouraging appropriate training and equal hiring/employment practices; and
- Ensure that all athletic planning and policy decisions and established sets of criteria (such as franchise requirements and funding qualifications) are consistent with the ultimate objective of assuring that discrimination is eliminated in the treatment of women's programs.

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project on the status and education of **women**

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PARTIAL LIST OF ACTIONS INSTITUTIONS MUST TAKE UNDER TITLE IX

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in all federally funded education programs. The regulation for Title IX, which became effective on July 21, 1975, specifies a number of actions that educational institutions receiving federal funds (as well as other recipients of federal education funds) must take in order to be in compliance with the law.

The following list highlights some of the specific actions that the regulation requires.[1] The section of the regulation which spells out the requirements is noted in the left hand margin. Institutions (as well as other recipients of federal education funds must do the following:[2]

86.3 I. Conduct a self evaluation to identify sex discrimination by July 21, 1976.[3]

As a part of this requirement, recipients must:

- Evaluate their policies and practices concerning both employment (both academic and nonacademic), and students (treatment and, where applicable, admission).
- Modify any policy or practice which discriminates on the basis of sex
- Take "appropriate remedial steps" to eliminate the effects of discrimination.
- Have these materials on file for at least three years after the completion of the evaluation.

86.4 II. Assure the federal government that they are complying with the requirements of Title IX.

- All applications for federal education funds must be accompanied by an assurance of compliance with Title IX. (The Office for Civil Rights is developing a form to facilitate this.)

86.8(a) III. Designate at least one employee responsible for:

- Coordinating efforts to comply with the Title IX regulation.
- Investigating any Title IX complaint that is communicated to the recipient.

86.8(a) IV. Notify all of its students and employees of the appointment of the person(s) responsible for Title IX compliance. This notification must include the following information about the designated employee(s):

- Name(s).
- Office address(es).
- Telephone number(s).

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86.8(b) V. Adopt and publish grievance procedures for both student and employee complaints under Title IX.[4]

86.9 VI. Notify, by October 19, 1975, certain persons and groups about the recipient's nondiscriminatory policy and Title IX obligations.

A. This notice must state that:
- The recipient does not discriminate on the basis of sex.
- Its obligations under Title IX prohibit such nondiscrimination.
- Inquiries concerning Title IX can be referred to the designated Title IX compliance person(s) or to the Director of the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

B. The recipient must implement specific and continuing steps to notify the following groups of the nondiscriminatory policy under Title IX:
- Applicants for admission and employment.
- Students[5].
- Employees.
- Sources of referral of applicants for admission and employment.
- All unions or professional organizations holding collective bargaining or professional agreements with the recipient.

C. This notification of the nondiscriminatory policy under Title IX must appear in:
- Local newspapers.
- Newspapers and magazines operated by the recipient or by student, alumnae, or alumni groups.
- Memoranda or other written communications distributed to every student and employee.

D. This notification of nondiscrimination must be prominently placed in each announcement, bulletin, catalog or application form used in connection with recruiting students or employees.[6]

86.9(c) VII. Notify its admission and recruitment representatives (for both students and employees) of the policy of nondiscrimination and require these persons to adhere to this policy.

86.12(b) VIII. Regarding institutions which are eligible for a "religious exemption" from portions of Title IX:
- Submit a statement by the highest ranking official of the institution identifying the requirements of the Title IX regulation which conflict with a specific religious tenet of the religious organization which controls the institution.

86.31(d) IX. *Regarding programs not operated by the recipient:
- Develop and implement a procedure designed to assure itself that required programs and activities operated by these other programs do not discriminate on the basis of sex against the recipient's applicants, students or employees.

86.32(c)(2) X. *Regarding housing not provided by the recipient (institution), but which the recipient solicits, lists, approves or assists:
- Take "reasonable action" to assure itself that this housing is proportionate in quantity and comparable in quality and cost to students of both sexes.

86.34 XI. *Regarding physical education opportunities:

- Comply fully with these requirements "as expeditiously as possible," but not later than July 21, 1978 (for secondary and post-secondary institutions).[7] (HEW has repeatedly emphasized that this three year period for physical education programs is a transition period, not a waiting period.)

86.36(b) XII. *Regarding student counseling and appraisal materials:

- Develop and use internal procedures for ensuring that these materials do not discriminate on the basis of sex.

86.36(c) XIII. *Regarding disproportionate representation of one sex in classes:

- Assure itself that such disproportion is not the result of sex discrimination in counseling or appraisal materials, sex discriminatory application of these materials, or sex discrimination by academic or guidance counselors.

86.37 XIV. *Regarding financial assistance:

- Develop and use procedures to assure overall nondiscrimination if the recipient provides any single sex financial assistance established by wills, bequests, etc.
- If aid is given to athletes, provide "reasonable opportunities" for athletic scholarships and grants in aid for members of each sex "in proportion to the number of students of each sex participating in intercollegiate athletics."

86.38(a) XV. *Regarding student placement services:

- Assure itself that any agency, organization or person, which it assists in making employment available to students, provides employment without discrimination on the basis of sex.

86.40(b)(3) XVI. * Regarding separate classes or activities for pregnant students:

- Ensure that any separate program, if offered,[8] is comparable to that offered to non-pregnant students.

86.41(d) XVII. Regarding athletic opportunities:

- Comply fully with the requirements regarding athletics "as expeditiously as possible," but not later than July 21, 1978 (for secondary and post-secondary institutions).[9] (HEW has repeatedly emphasized that this three-year period is a transition period, not a waiting period.)

* * *

FOOTNOTES

[1]For a more comprehensive description of what institutions and other recipients of federal education funds must do in order to be in compliance with Title IX, the reader is strongly urged to consult the regulation itself (45 CFR Part 86), which can be found at 40 Fed. Reg. 24128-45 (1975) or obtained from the Office for Civil Rights, Department of Health, Education and Welfare, Washington, D.C. 20201.

[2]Unless otherwise noted, the effective date of the requirement is July 21, 1975 (the effective date of the regulation).

[3]Starred items should be included as a part of the self evaluation.

[4]Although institutions must have such a procedure, there is no requirement that individuals who believe that they have faced sex discrimination prohibited by Title IX must use this procedure.

[5]Parents of elementary and secondary students must also be notified.

[6]Additionally the regulation bars recipients from using or distributing such publications if they suggest, "by text or illustration," that the recipient discriminates on the basis of sex in violation of Title IX [86.9(b)(2)].

[7]Elementary schools must comply with the provisions of this section no later than July 21, 1976.

[8]The regulation requires that participation in these programs be completely voluntary.

[9]Elementary schools must comply with the provisions of this section no later than July 21, 1976.

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TITLE IX PROHIBITS SEX DISCRIMINATION

YOUR RIGHTS UNDER THE LAW

You have a right not to be discriminated against on the basis of sex by any educational institution which receives federal funds. This right is provided by Title IX of the Education Amendments Act of 1972. Discrimination is prohibited in all aspects of student programs, including sports, enrollment in courses, tests and admissions. It is also prohibited in all aspects of school employment, including hiring, promotion and pay, and at all levels of employment.

Sex discrimination in all aspects of employment is also prohibited by Title VII of the 1964 Civil Rights Act and various state and local fair employment practices laws. The Equal Pay Act prohibits sex discrimination in pay for jobs of substantially similar skill, effort and responsibility. Refer to the enclosed chart of federal laws and regulations for more information.

THE COURT HAS ORDERED BETTER ENFORCEMENT OF TITLE IX

Under a new court order, the Department of Health, Education and Welfare (HEW) must begin better enforcement of Title IX in elementary and secondary schools. The order sets forth specific obligations which HEW must meet and which are outlined below. Therefore, it is important to take advantage of the rights you have under Title IX if you are discriminated against on the basis of sex by an elementary or secondary school. Though the order technically applies only to complaints filed against schools in 17 southern and south central states, HEW has agreed to follow the order throughout the country.

Title IX covers all educational programs and schools at all levels. Although HEW is not presently under court order to use the same timeframes and procedures for handling discrimination complaints and compliance reviews in colleges, universities, and miscellaneous educational programs, you can follow the same procedures for filing complaints and monitoring compliance with the law.

ONE REMEDY FOR DISCRIMINATION UNDER TITLE IX IS FILING A COMPLAINT WITH HEW

A complaint can be filed by the person discriminated against, or by any other person or group on the person's behalf. No form is required, but complaints should include the following information (see model letter in this kit):

- Name and address of the person or group filing the complaint.
- A description of those injured by the discrimination (such as "girls in 7th grade gym").
- If those injured number three or fewer, their names and addresses.
- The name and address of the school alleged to have discriminated.
- Approximate date the discrimination took place and whether it is still continuing.
- Sufficient information about the discrimination to permit HEW to start investigating.

Timeframes for Handling Complaints

For all complaints filed on or after October 1, 1976, HEW must notify the complainant in writing within 15 days of receiving the complaint whether the complaint is complete enough and gives enough information for beginning an investigation. If the complaint is not complete, HEW must tell you what further information is needed.

Within 90 more days, or 90 days after a complaint is made complete enough, HEW must finish investigation of the complaint.

If HEW finds that the school is discriminating, it has 90 more days to negotiate with the school district about eliminating the discrimination. Within that time, the school district must agree to eliminate the discrimination.

Otherwise, HEW has 30 days to commence formal enforcement action which can lead to the school losing its federal funding.

The time limits for HEW action are shortened considerably if the complaint indicates that there is an "emergency," such as a loss of a job or explusion from school.

HEW can delay the time limits for a short period of time if witnesses are unavailable because of summer vacation.

If a special determination is made that HEW has too many complaints to handle, it can postpone handling up to 20% of complaints to the following year. However, it must handle the postponed complaints within the following year.

Procedures for Handling Complaints

During the complaint investigation, HEW must contact complainants and their witnesses and give complainants a full opportunity to present evidence.

HEW must tell you its preliminary findings if you ask and give you an opportunity to present more evidence.

HEW must notify you of its final decision as to whether there was discrimination and, if you ask, must give you a copy of all correspondence with the school about your complaint.

HEW must let you know about its negotiations with the school and give you a chance to comment on them.

WHAT HEW MUST DO ABOUT DISCRIMINATION

Conduct Compliance Reviews

Another remedy is for HEW to conduct a "compliance review" of the discriminatory school or school district. Each year, HEW will investigate some school districts to determine whether they are complying with Title IX. Each year, HEW will give notice of its plan for such investigations in the coming year. You can comment on the plan and suggest changes.

HEW must handle compliance reviews according to the same timeframes for complaints. The 90 days for investigation begins to run when the on-site investigation starts. A few compliance reviews each year are exempted from these time limits.

HEW must permit all interested persons to present evidence and make their views known when it conducts a compliance review. Keep informed about whether HEW is conducting a compliance review at your school, and if so, let the investigator know about any discrimination.

Collect Statistical Information

HEW was to have surveyed all school districts in the fall of 1976 and plans to do so every two years. The schools must make the surveys available to the public. You may want to review the surveys to see if they show discrimination.

THE WEAL EDUCATIONAL AND LEGAL DEFENSE FUND was incorporated as a non-profit tax-exempt organization in 1972. WEAL Fund's goal is to secure legal and economic rights for women by carrying on educational and research projects in the area of sex discrimination, by monitoring the implementation and enforcement of civil rights and other laws, and by initiating and supporting law suits in the field of equal rights. We have received a Ford Foundation grant to support our intern program for students and other individuals. Project activities include analyzing women's access to fellowships and training opportunities, developing a sports clearinghouse, working on the Decade for Women World Plan of Action, monitoring the status and role of women in the military, and influencing public policy in education and employment by cooperating with other public interest groups.

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SELECTED BIBLIOGRAPHY OF SPORTS BOOKS FOR CHILDREN AND YOUNG ADULTS

NON-FICTION

Braun, Thomas. Nadia Comaneci. Mankato, MN: Creative Education/Childrens Press, 1977.
Age 8-10. Marvelous color photographs and a short, well written biography of the famous gymnast.

Bruce, Jeannette. Judo: A Gentle Beginning. New York, NY: Thomas Y. Crowell Co., 1975.
Age 8-12. Cheerful book with clever illustrations describing the history and fundamentals of judo -- a sport where success does not depend on physical strength.

Butcher,Grace. Women in Sports: Motorcycling. New York, NY: Harvey House Publishers, 1976.
Age 9-12. A discussion of motorcycle competition spotlighting eighteen successful women racers.

Campbell, Gail. Marathon: The World of the Long Distance Athlete. New York, NY: Sterling Publishing Co., Inc., 1977.
Age 10 and up. The author, herself a marathoner, introduces the reader to women, men and children who willingly endure the agonies of the long distance athlete -- running, swimming and bicycling.

Carr, Rachel. Be A Frog, A Bird or A Tree. New York, NY: Doubleday & Co., Inc., 1973.
Age 5 and up. Imaginative book on creative yoga exercises for children. Superb illustrations.

Chase, Sara. Moving to Win: The Physics of Sports. New York, NY: Julian Messner, 1977.
Age 12 and up. A book about the scientific concepts of mass, momentum, action and reaction, gravity, friction, acceleration and velocity, and how they relate to and effect the sports children play.

Gibson, Althea with Curtis Richard. So Much to Live For. New York, NY: G.P. Putnam's Sons, 1968.
Age 12 and up. An inspiring autobiography of tennis star Althea Gibson who grew up in Harlem, was the first black to play in a major U.S. tournament and won the Wimbledon title twice.

Gleasner, Diana C. Women in Sports: Swimming. New York, NY: Harvey House Publishers, 1975.
Age 9-12. The inside stories of five leading women swimmers: Christine Loock, Kathy Heddy, Shirley Babashoff, Gail Johnson Buzonas, and Diana Nyad.

Gleasner, Diana C. Women in Sports: Track and Field. New York, NY: Harvey House Publishers, new edition, 1977.
Age 9-12. Focuses on the lives and careers of six women who are highly successful at distance running, sprinting, hurdling, javelin throwing and the pentathlon.

Goolagong, Evonne with Bud Collins. Evonne! On the Move. New York, NY: E.P. Dutton and Company, Inc., 1975.
Young adult. Goolagong's story of her trip to the top at Wimbledon and her inside look at the world of women's tennis.

Haney, Lynn. Chris Evert: The Young Champion. New York, NY: G.P. Putnam's Sons, 1976.
Age 10 and up. A fast moving, illustrated biography. It includes close-ups of Evonne Goolagong, Martina Navratilova, Olga Morozova and Virginia Wade.

Hauser, Hillary. Women in Sports: Scuba Diving. New York, NY: Harvey House Publishers, 1976.
Young adult. The author, a diver/photographer, describes diving as a sport, an avocation and an occupation in her examination of the underwater careers of five successful women.

Hollander, Phyllis. American Women in Sports. New York, NY: Grosset and Dunlap, 1972.
Age 12 and up. Concise account of women's participation in sports that covers fifty women athletes in the areas of skiing, horseback riding, golf, track, tennis, bowling, swimming, and ice skating.

Jacobs, Helen Hull. Famous Modern American Women Athletes. New York, NY: Dodd, Mead and Company, 1975.
Age 10 and up. Brief biographies of eight American women who have excelled in bowling, skating, diving, golf, skiing, swimming, tennis, and track.

Jacobs, Karen Folger. GirlSports. New York, NY: Bantam Books, 1978.
Age 9 and up. Brief descriptions about the lives and actions of junior high and high schools girls who participate in tumbling and gymnastics, skateboarding, ice skating, judo, running, tennis, water polo, jacks, soccer and baseball, wrestling, and bowling.

Jacobs, Linda. Madeline Manning Jackson: Running on Faith. St. Paul, MN: EMC Corporation, 1976. (Black American Athletes series.)
Age 9-12. The story of Jackson's great success as a track star and how her religious faith sustained her through difficult periods of her life.

Jacobs, Linda. Women Who Win. Four series with 4 titles in each of the series. St. Paul, MN: EMC Corporation, 1974-1976.
Age 9-12.

Women Who Win, Series 1
- Janet Lynn, Sunshine on Ice
- Olga Korbut, Tears and Triumph
- Shane Gould, Olympic Swimmer
- Chris Evert, Tennis Pro

Women Who Win, Series 2
- Laura Baugh: Golf's Golden Girl
- Wilma Rudolph: Run for Glory
- Evonne Goolagong: Smiles and Smashes
- Cathy Rigby: On the Beam

Women Who Win, Series 3
- Mary Decker: Speed Records and Spaghetti
- Annemarie Proell: A Queen of the Mountain
- Rosemary Casals: The Rebel Rosebud
- Joan Moore Rice: The Olympic Dream

Women Who Win, Series 4
- Cindy Nelson: North Country Skiier
- Robyn Smith: In Silks
- Martina Navratilova: Tennis Fury
- Robin Campbell: Joy in the Morning

Kahn, Marjorie. Mother Is A Pitcher. Monmouth, OR: All of Us, Inc., 1976. (Write to Route 2, Box 128.)
Pre-school. "Get nine women together and what can they do?... Perhaps they'd play baseball. They can and...they do!!" A true story told in rhymes.

King, Billie Jean with Kim Chapin. Billie Jean. New York, NY: Harper and Row, 1974.
Young adult. Includes an account of her childhood, her development as a tennis player, her first Wimbledon singles championship in 1966, and her present pioneering role in women's pro tennis.

Libman, Gary. An Interview with Lynne Cox. Mankato, MN: Creative Education/ Childrens Press, 1977.
Age 9 and up. Combination biography/interview with a young American long distance swimmer who has twice held the English Channel record.

Lichtenstein, Grace. A Long Way, Baby: Behind the Scenes in Women's Pro Tennis. New York, NY: Morrow, 1974.
Young adult. Insights based on travels with the tennis players throughout the 1973 circuit reveal how it really feels to be a female pro tennis player.

Meade, Marion. Women in Sports: Tennis. New York, NY: Harvey House Publishers, 1975.
Age 9-12. Short biographies of five great women tennis players. Includes background on the role of women in tennis and an explanation of the game itself.

Moffett, Martha. Great Women Athletes. New York, NY: Platt and Munk, 1974.
Age 10 and up. Short biographies of women tennis players, swimmers, golfers, skaters, gymnasts, runner, skiers and equestrians.

Morse, A.P. Tennis Champion, Billie Jean King. Mankato, MN: Creative Education/ Children's Press, 1976.
Age 7-10. Simplified version of Billie Jean's tale, complete with great action photographs. The story of the tennis star's rise from childhood athlete to her present status as spokeswoman for women's tennis.

Olsen, James T. Billie Jean King. Mankato, MN: Creative Education/Childrens Press, 1974.
Age 7-11. Colorful biography of this talented athlete, her success on the tennis courts, her personal life, and her commitment to the development of women's sport, especially women's professional tennis.

Robinson, Nancy. Tracy Austin: Teenage Superstar. New York, NY: Harvey House Publishers, 1978.
Age 10 and up. One of the top tennis players in the world, Tracy, now 15, started lessons when she was two years old! Exciting biography with illustrations and a helpful glossary.

Ryan, Joan. Contributions of Women: Sports. Minneapolis, MN: Dillon Press, Inc., 1976.
Age 12 and up. The exciting life stories of Babe Didrikson Zaharias, Kathy Kusner, Wilma Rudolph, Billie Jean King, Peggy Fleming and Melissa Belote.

Sabin, Francene. Women Who Win. New York, NY: Random House, 1975.
Age 12 and up. A look at fourteen great women athletes, including Micki King, Cathy Rigby and Cheryl Toussaint, and a discussion of what motivates these women in their will to succeed. With photographs.

Smith, Jay H. Rosi Mittermaier. Mankato, MN: Creative Education/Children's Press, 1977.
Age 9 and up. A biography of the German skier who won two gold and one silver medal at the 1976 Winter Olympic Games.

Souchery, Joe. Sheila Young. Mankato, MN: Creative Education/Children's Press, 1977.
Age 9 and up. A biography of the speed skater who was the first American to ever win three medals (one gold, one silver and one bronze) at one Winter Olympics.

Stambler, Irwin. Women in Sports. Garden City, NY: Doubleday & Company, Inc., 1975.
Age 10 and up. Brief biographies of twelve athletes participating in track and field, golf, gymnastics, tennis, basketball, racing and skating.

Sullivan, George. Better Gymnastics for Girls. New York, NY: Dodd, Mead and Co., 1977.
Age 12 and up. A guide, with step by step instructions, to learning the techniques of the four Olumpic gymnastic events: balance beam, uneven parallel bars, vaulting and floor exercise. Photographs.

Sullivan, George. Queens of the Court. New York, NY: Dodd, Mead and Company, 1974.
Age 12 and up. Profiles of Court, Goolagong, Casals, Wade and Evert -- their styles, attitudes and the personal qualities that helped them to win. Also includes their tournament records, a historical sketch of women's role in tennis along with a glossary and list of scoring terms.

Thomas, Bob. Donna de Varona: Gold Medal Swimmer. Garden City, NY: Doubleday and Co., Inc., 1968.
Young adult. An engaging biography that describes the joys, the disappointments and the hard work that make up the life of a serious athlete. Donna represented the U.S. in two Olympic Games and went on to become one of the first women TV sportscasters.

Van Steenwyk, Elizabeth. Dorothy Hamill: Olympic Champion. New York, NY: Harvey House Publishers, 1976.
Age 9 and up. Illustrated biography of Dorothy Hamill -- all the way from her first pair of skates to the Olympic Gold Medal in 1976.

Van Steenwyk, Elizabeth. Women in Sports: Figure Skating. New York, NY: Harvey House Publishers, 1976.
Age 9 and up. Short biographies of five skaters, including Dorothy Hamill, and a very interesting chapter on the history, rules and elements of competition. Illustrations and an excellent glossary.

Van Steenwyk, Elizabeth. Women in Sports: Rodeo. New York, NY: Harvey House Publishers, 1978.
Age 10 and up. A short history of rodeos and a chapter describing the standard events introduce us to this exciting sport and eight leading competitors -- including a 13-year old and a mother/daughter team.

Walter, Claire. Women in Sports: Skiing. New York, NY: Harvey House Publishers, 1977.
Age 10 and up. Barbara Ann Cochran, Annemarie Moser-Proell and Cindy Nelson are internationally famous downhill and slalom skiers. There is also a chapter about Jana Hlavaty, a champion cross-country skier, and one about Suzy Chaffee and the newest form of ski competition -- free style.

Zaharias, Babe Didrikson. This Life I've Led. New York, NY: Dell Publishing Company, Inc., 1945.
Young adult. Exciting autobiography of an outstanding sportswoman, told in her own words in a vivid and informal style. With photographs.

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Bagnold, Enid. National Velvet. New York, NY: Morrow, 1935.
Age 9-13. "For the skinny 14-year-old with a passion for horses, it began when she won the Piebald in a village raffle. Nobody else wanted a horse who persisted in jumping every fence. But Velvet wanted him. For in the Pie, she saw the making of a dream -- a chance to enter in the greatest race in the world -- The Grand National."

Baker, Eugene. I Want to be a Gymnast. Chicago, IL: Children's Press, 1976.
Age 6-9. Picture book. Amy and the rest of the boys and girls at her school learn gymnastic skills and exercises in order to participate in the Parents' Night Program. Many of the movements, cartwheels, rolls and handstands are explained and illustrated.

Bunting, Eve. Maggie the Freak. Mankato, MN: Creative Education, 1978.
Age 8 and up. Maggie is a terrific athlete and loves to compete, but now that she is in high school she is getting the message that boys only like girls who are submissive and ornamental. She meets Todd and finds out that being yourself is the best thing to be.

Burch, Robert. Queenie Peavy. New York, NY: Viking Press, 1966.
Age 9-12. "Long-legged" Queenie Peavy is the only girl in Cotton Junction who can chew tobacco. She can also spit it -- and with deadly aim. Funny story of a 13-year-old girl growing up in Georgia during the Depression.

Christopher, Matt. The Year Mom Won the Pennant. Boston: Little, Brown and Company, 1968.
Age 8-10. Nick's mother is the only parent to volunteer as coach of the Thunderballs. The team is not very keen and Nick is embarrassed, but everyone soon finds out that Coach knows her stuff and the team wins the pennant.

Corbett, Scott. The Hockey Girls. New York: E. P. Dutton and Company, Inc., 1976.
Age 10-12. For the first time sports instead of gym were compulsory for ninth grade girls at Wagstaff High. There were groans and moans, but then the field hockey team, under the inspired leadership of a spry English teacher, learned that skills are something to be proud of and that team work can be very satisfying.

Farley, Walter. The Black Stallion and the Girl. New York, NY: Random House, 1971.
Age 9-12. Pam drifts into Hopeful Farm and proves herself a brilliant rider as well as a strong and independent personality. She is able to convince a hostile racing world that the place for a woman is wherever she has the ability to put herself.

French, Dorothy Kayser. Swim to Victory. Philadelphia: J. B. Lippincott Company, 1969.
Age 8-11. Swimming and the growing determination to win give Mary Lou the confidence to overcome her shyness. In the process she makes friends and learns a lot about people, life and teamwork.

Gilbert, Nan. Champions Don't Cry. New York, NY: Harper and Row, 1960.
Age 12 and up. Thirteen-year-old Sally is determined to succeed in her desire to be a tennis champion. When she is invited to play in a district tournament in a faraway city, she spends her whole summer babysitting and housekeeping to earn the necessary money. She has bad luck at the tournament, but turns out a champion.

Green, Constance C. Isabelle the Itch. New York, NY: Viking Press, 1973.
Age 9-12. Isabelle is tired of coming in second in the 50 yard dash event at her school's Field Day. She fantasizes about a pair of Adidas which she hopes to get in time for the next Field Day.

Hart, Carole. Delilah. New York, NY: Harper and Row, 1973.
Age 7-11. Delilah Bush is almost ten years old and the tallest girl in her class. She plays basketball and drums. If she grows up tall enough, she wants to play center for the New York Knicks.

Hoban, Russell. Best Friends for Frances. New York, NY: Harper and Row, 1969.
Pre-school to age 8. Frances befriends her younger sister in order to have someone to play ball with since Albert has organized a "no-girls" game. Then Frances and her sister organize a "Best Friends Outing -- No Boys."

Jacobs, Helen Hull. The Tennis Machine. New York, NY: Scribners, 1972.
Age 12 and up. At 13, Vicky Clifton is a natural athlete. Her parents arrange for her to learn tennis from a pro, and her father attempts to mold her into a "tennis machine." This novel, written by a former tennis champion, takes an honest look at the world of championship tennis and what it means to those who compete at an early age.

Jacobs, Linda. "Winner All" Series. St. Paul, MN: EMC Corporation, 1974.
Age 9-12.

In Tennis, Love Means Nothing.
As an important tennis tournament creeps closer, Laura discovers that the time spent with her boyfriend means time sacrificed from the practice courts.

For One - or for All?
Personal conflict between two girls nearly ruins the chances of their swimming team in an important competition.

Ellen the Expert.
Ellen proves that she is a golf expert, but learns the hard way that she should keep her expert advice to herself.

Go for Six.
Diane lacks both the confidence and the money to participate in skating competitions, but learns to think like a champion.

Kellerhals-Stewart, Heather. She Shoots, She Scores! Toronto, Canada: Women's Press (280 Bloor Street West), 1975.
Age 8-12. Hilary likes being a girl. She also likes playing hockey, but the two don't seem to go together. Her parents, her brother and her best friend are rooting for her, but in the end it's her own determination to tackle the problem that brings her through.

Knudson, R. R. Fox Running. New York, NY: Harper and Row, 1975.
Age 12 and up. Fox Running learned to run the Indian way -- free in the wild, not under the roof of a Cosmodome. She becomes friends with Kathy Hart, an Olympic runner. This is a story of two women athletes and their support for each other.

Knudson, R. R. Zanballer. New York, NY: Dell Publishing, Inc., 1972.
Age 10 and up. Suzanne doesn't want to be a cheerleader or participate in folk dancing, as her school principal advises. She wants to play football. Circumstances permit, and Suzanne gets her chance to organize a girls' football team.

Knudson, R. R. Zanbanger. New York, NY: Harper and Row, 1977.
Age 10 and up. The new gym floor is finished and Zan Hagen eagerly looks forward to a successful season for the girls basketball team. But Lee High's Mrs. Butor expects her "gals" to behave like ladies -- even on the court -- and she throws Zan off the team for being too aggressive. Zan eventually plays on the boys team but she has to take her case to court and change some of her schoolmates' attitudes along the way.

Langton, Jane. The Boyhood of Grace Jones. New York, NY: Harper and Row, 1972.
Age 10 and up. "Nobody understood why Grace wore an old Navy middy over her dress to school, or why she spent her time climbing trees or practicing exercises for the Girls Leadership Corps. 'She's abnormal,' complained Grace's English teacher. 'She's denying her female role.'"

Merriam, Eve. Boys and Girls, Girls and Boys. New York, NY: Holt, Rinehart, and Winston, 1972.
Pre-school. Picture book. The activities of a group of boys and girls. Together they slide on ice, climb, kick soccer balls, and dream of being deep-sea divers and automobile racers.

Miles, Betty. The Real Me. New York, NY: Alfred A. Knopf, 1974.
Age 8 and up. Barbara Fisher hated slimnastics class. Instead, she wanted to take tennis which was only given to boys at her school. Barbara and her friends circulate a petition asking for changes.

Nicklaus, Carol. Katy Rose Is Mad. New York, NY: Platt and Munk, 1975.
Pre-school. Katy's father won't let her play baseball with her friends until she cleans up her room. She's so mad that she decides to hold her breath until she turns blue. Everything she does in anger backfires into something good that pleases her parents.

Parish, Peggy. Play Ball, Amelia Bedelia. New York, NY: Harper and Row, 1972.
Pre-school. Amelia substitutes for a sick boy in the Grizzlie's game against the Tornadoes. The boys teach her how to play baseball, but when it's time to play she gets all mixed up. She literally steals the bases and runs home, but she wins the game!

dePcix, Carol. Jo, Flo and Yolanda. Chapel Hill, NC: Lollipop Power, Inc., 1973.
Age 3-6. Triplets grow up in a city apartment. Jo wants to be an explorer and writer when she grows up; Flo wants to be a baseball player; and Yolanda wants to own a restaurant.

Rothweiler, Paul R. The Sensuous Southpaw. New York, NY: G. P. Putnam's Sons, 1976.
Young adults. Sexism in professional sports treated with humor. Eighteen-year-old Jeri "Red" Walker uses disguise to break into professional baseball.

Sawyer, Ruth. Roller Skates. New York, NY: Viking Press, 1936.
Age 9-12. This delightful story takes place in Old New York in the 1890's. Lucinda's parents have gone to Europe for a year, leaving her with Miss Peters. Miss Peters doesn't mind Lucinda's love for roller skating and her tomboyish ways and even allows Lucinda to skate to church.

Stamm, Clauss. Three Strong Women: A Tall Tale from Japan. New York, NY: Viking Press, 1962.
Age 7-9. Forever-Mountain, wrestler of ancient Japan, has a high opinion of his own strength until he meets three women, each far stronger than he. They kindly take over his training with remarkable results.

Towne, Ruth. First Serve. New York, NY: Atheneum, 1976.
Age 10-14. Pat, because of an ugly scar on her face, concentrates on her skill on the tennis court. Her younger sister, who is pretty and feminine, finds out that she too has a natural ability for tennis and the determination to become a pro. A showdown tennis match between the sisters is inevitable.

Walden, Amelia Elizabeth. Basketball Girl of the Year. New York, NY: McGraw Hill, 1970.
Age 12 and up. The story of Greenport High School's co-captain of the girls' basketball team, and her deep and close friendship with the other players on the team.

Walden, Amelia Elizabeth. Philadelphia, PA: The Westminster Press.
Age 12 and up. Light romances. Other titles available.

Escape on Skis. 1975.
Olympic woman skier finds mystery and adventure in Zermatt.

Go, Phillips, Go! 1974.
High school girl basketball star -- troubles on the court and off.

Race the Wild Wind. 1965.
Adventure story about a teen-age girl who is an expert skier.

July, 1978

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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Denlinger, Kenneth and Shapiro, Leonard. Athletes for Sale. New York, NY: Thomas Y. Crowell Company, 1975.

Durso, Joseph. The Sports Factory: An Investigation Into College Sports. New York, NY: Quadrangle/The New York Times Book Company, 1975.

Edwards, Harry. The Sociology of Sport. Homewood, IL: The Dorsey Press, 1973.

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Franks, Ray, ed. The 1977-78 National Directory of Women's Athletics. Amarillo, TX: Ray Franks Publishing Ranch, 1975.

Gemme, Leila B. The New Breed of Athlete. New York, NY: Washington Square Press, Pocketbooks, 1975.

Hanford, George. An Inquiry into the Need for and Feasibility of a National Study of Intercollegiate Athletics: A Report to the American Council on Education. Washington, DC: American Council on Education, 1974.

Hart, Marie M. Sport in the Socio-Cultural Process. Dubuque, IA: William C. Brown Co., 2nd edition, 1976.

Lipsyte, Robert. Sportsworld: An American Dreamland. New York, NY: Quadrangle/The New York Times Book Company, 1976.

Meggysy, Dave. Out of Their League. New York, NY: Warner Paperback Library, 1971.

Novak, Michael. The Joy of Sports: End Zones, Bases, Baskets, Balls and the Consecration of the American Spirit. New York, NY: Basic Books, Inc., 1976.

Orlick, Terry and Botterill, Cal. Every Kid Can Win. Chicago, IL: Nelson-Hall, 1975.

Railborn, Mitchell H. Financial Analysis of Intercollegiate Athletics. Kansas City, MO: National Collegiate Athletic Association, 1970.

Sage, George H. Sport and American Society. Reading, MA: Addison Wesley Publishing Company, revised 1974.

Scott, Jack. The Athletic Revolution. New York, NY: The Free Press, 1971.

Shaw, Gary. Meat on the Hoof. New York, NY: Dell Publishing Company, 1972.

Tutko, Thomas and Bruns, William. Winning is Everything and Other American Myths. New York, NY: Macmillan, 1976.

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Hearings on Sex Discrimination Regulations Before the Subcommittee on Postsecondary Education of the House Committee on Education and Labor, 94th Congress, 1st Session, 1975. ("O'Hara Hearings") These hearings, held in June 1975, include the testimony of representatives from women's and men's athletic organizations, student groups, education associations, women's rights organizations, college athletic departments and members of Congress. 664 pages. Free from the Subcommittee on Postsecondary Education, 320 Cannon House Office Building, Washington, DC 20515.

Hearings on Prohibition of Sex Discrimination Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, 1975. These hearings, held in September 1975, reviewed the proposed Tower amendment (S. 2106) which would have had the effect of exempting the so-called "revenue-producing" intercollegiate athletics from coverage under Title IX. Male and female student leaders, the Association for Intercollegiate Athletics for Women, directors of women's and men's athletic programs, and the National Collegiate Athletic Association presented their views on the amendment. The committee took no action on the amendment. 440 pages. Free from the Subcommittee on Education, 4230 Dirksen Senate Office Building, Washington, DC 20510.

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Coaching: Women's Athletics. 5 issues, $8.00 year. Write P.O. Box 867, Wallingford, CT 06492.

International Gymnast. Quarterly, $3.00 year. Write 410 Broadway, P.O. Box 110, Santa Monica, CA 90406.

The Woman Bowler. 10 issues, $2.00 year. Write 5301 S. 76th St., Greendale, WI 53129.

Woman Golfer. 9 issues, $5.00 year. Write 116 E. 27th St., New York, NY 10016.

Women in Softball. $4.00 year. Write 2539 Cabernet Way, Rancho Cordova, CA 95670.

Women's Basketball Report. 10 issues, $6.00 year. Write P.O. Box 169, Mountainhome, PA 18342.

Women's Sports Foundation Magazine. A new publication starting in summer, 1978. Available to members of the Women's Sports Foundation and the new Women's Sports Association. For information write to Women's Sports Foundation, 1660 S. Amphlett Blvd., Suite 266, San Mateo, CA 94402.

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Portions of this bibliography are based upon the work of Margaret C. Dunkle, formerly of the Project on the Status and Education of Women of the Association of American Colleges. Her cooperation in granting us permission to build upon the materials she identified in Competitive Athletics: In Search of Equal Opportunity is appreciated.

June 1978

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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202/638-1961

SELECTED LIST OF AUDIO-VISUAL MATERIALS*

FOR AND ABOUT WOMEN AND GIRLS

IN SPORTS

Compiled by Bert Hartry

Alive and Feeling Great. 13 min.; color; $135 sale, $20 rent; 1975. Harvest A-V, 309 5th Avenue, New York, NY 10016.
Shows elementary and high school girls exercising under the direction of Bonnie Prudden.

Aqua Rondo. 10 min.; color; $135 sale, $10 rent. Macmillan Films, 34 MacQuesten Parkway South, Mt. Vernon, NY 10550.
A study of synchronized swimming. The film follows a 12-year old Canadian girl from practice sessions to international competitions.

An Equal Chance through Title IX. 22 min.; color; $18 plus postage, rent; $275 plus postage,sale. NEA Sound Studios, 1201 16th Street N.W., Washington, DC 20036 (make checks payable to AAHPER).
Explains the intent of Title IX and helps schools and communities to understand and implement this legislation. The emphasis is on physical education and sports programs and shows boys and girls of elementary and secondary ages in a wide variety of activities.

Bill of Rights in Action: Women's Rights. 22 min.; color; $295 sale, $22 rent; 1975. BFA Educational Media, 2211 Michigan Avenue, Santa Monica, CA 90406.
A black girl tries out for her high school swimming team and makes it, but the state athletic association rules girls may not compete. The girl hires a woman lawyer who takes the case to court claiming her client is being denied equal protection under the 14th Amendment to the U.S. Constitution.

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* 16 mm unless noted otherwise

Billie Jean King's Tennis for Everyone! Series of thirteen. 10 min. each; color; $130 sale, $12 rent, each. Macmillan Films, 34 MacQuesten Parkway South, Mt. Vernon, NY 10550.
Billie Jean King teaching basic skills and advanced strategies.

Courage to Succeed. 28 min.; color; $550 sale, $40 rent. Texture Films, Inc., 1600 Broadway, New York, NY 10019.
The stirring story of an athlete's determination to achieve success. The film follows Diana Nyad on her first, and unsuccessful, attempt to swim around New York's Manhattan Island, and then returns with her when she tries again and triumphs.

The Flashettes. 20 min.; color; $335 sale, $38 rent; 1977. New Day Films, P. O. Box 315, Franklin Lakes, NJ 17417.
A stimulating film about a girls track club from the Bedford-Stuyvesant area of Brooklyn. It shows how girls can benefit from hard training and facing tough competition.

For Boys Only is for Girls, Too. 61 min.; color; $30 rent; 1972. Xerox Films, 245 Long Hill Road, Middletown, CT 06457.
This film was made in Czechoslovakia and is dubbed in English. It is about a girl who plays on the local soccer team, disguised as a boy, after another player is hurt. She plays extremely well but comes away feeling that being a girl will always prevent her from doing what she wants.

Girls ts: On the Right Track. 17 min.; color; $250 sale, $25 rent; 1976. Phoenix Films, Inc., 470 Park Avenue South, New York, NY 10016.
Summarizes the recent changes in girls sports. Through a short history of track and field, with original footage of Babe Didrikson and Wilma Rudolph, we see the limitations placed on women in the past. The experiences of three high school girls -- a cross country runner, a shot putter, and a long jumper-- illustrate the new opportunities available today in sports.

Gymnastics Fundamentals for Girls. 15 min.; color; $160 sale, $15 rent; 1967. BFA Educational Media (see above).
Basic movements, methods and techniques. Slow motion and stop action illustrate points.

Hey What About Us?: Sex Role Stereotyping in Physical Activities in Schools. 15 min.; color; $200 sale, $17 rent; 1974. Extension Media Center, 2223 Shattuck Avenue, Berkeley, CA 94720.
Presents situations in which sex-role stereotyping is relatively absent, then depicts a wide range of incidents in which stereotyping often occurs in physical education classes and playground games.

Jockey. 25 min.; color; $300 sale, $30 rent; 1973. Texture Films, Inc., 1600 Broadway, New York, NY 10019.
Portrait of the first woman jockey, Penny Ann Early.

Kodak Women's All America Basketball Team. Two films, 1976, 1977. 20 min. each; color; free-loan. Audio-Visual Library Distribution, Eastman Kodak Co., 343 State St., Rochester, NY 14650.
Highlights outstanding college women basketball players.

Law and Physical Education: Three Approaches to Chapter 622 (State of Massachusetts Title IX Law). Color videotape cassette, 30 min.; $30 sale. David Alinsky, MET, 54 Rindge Avenue Extension, Cambridge, MA 02140.

The New Contenders. 30 min.; color; $375 sale, $45 rent; 1978. Champion Films, 37 West 46th St., New York, NY 10036.
A documentary about Cathy "Cat" Davis and her battle to win the right to box professionally in New York state. The film follows Cat from locker room to ringside and illustrates the emotional commitment and physical discipline demanded of an athlete. Outside the ring, Cat contends with the prevailing attitudes toward women's participation in contact sports and in the traditional male-only sports.

Olga: A Film Portrait. 47 min.; color; $37 rent; 1975. Extension Media Center (see above).
Part I shows Olga Korbut in training. Part II was filmed at an exhibition in Frankfurt, Germany. Part III presents Olga in her hometown.

Olympia, I and II. I, 115 min.; II, 97 min.; black and white; 1936. Phoenix Films (see above).
Leni Riefenstahl's original filming of the 1936 Olympic Games in Berlin.

Portrait of a Champion: Alysa Gould. 12 min.; color; free; 1976. Wheaties Fitness Federation, 9200 Film Center, P. O. Box 1113, Minneapolis, MN 55440.
Describes the training routines of Alysa Gould, a high school All-American diver.

Rookie of the Year. 47 min.; color; $550 sale, $55 rent; 1973. Time/Life Films, Eisenhower Drive, Paramus, NJ 07652.
Sharon joins a Little League baseball team when a player is injured. She loves playing but faces hostility from friends, other teams and spectators. Her parents, coach and the team pitcher are very supportive and she scores the winning run.

Slide/Tape Programs. 15-20 min. each; free-loan. Women's Sports Foundation, 1660 S. Amphlett Blvd., Suite 266, San Mateo, CA 94402.
Five shows, each directed at a special audience-- Men, Women, Mixed, High School Girls, Jr. High School Girls. All of these programs are designed to show the particular audience the importance of sports and physical activity in the lives of girls and women.

Something Different. 80 min.; black and white; 1963. Impact Films, 144 Bleeker Street, New York, NY 10012.
The lives of two women, a housewife and a gymnast are juxtaposed in this Czechoslovakian film.

The Sports That Set the Styles. 28 min.; color; free-loan. For information write: Sears, Roebuck and Co., 1633 Broadway, New York, NY 10019.
Examines the history of women in sports and shows how different sports influenced what the players wore, which, in turn, influenced fashion in general.

Sugar 'N Spikes. 30 min.; color; 3/4" videocassette, $120 sale, $20 rent; 1/2" videotape, $95 sale, $20 rent. Insight Exchange, Box 42584, San Francisco, CA 94101.
Presents a wide range of attitudes --pro and con --about women and sports. Students, athletes, teachers, lawyers and coaches are interviewed.

Tennis Mothers. 14 min.; color; $225 sale; rent - apply; 1976. Carousel Films, Inc., 1501 Broadway, New York, NY 10036.
Perceptive and humorous view of this latest type of parental pressure. Day in the life of a 12-year-old girl tennis player.

Track and Field Series for Girls. 15 min. each; color; $200 sale, $10 rent; 1975. Macmillan Films (see above).
Girls demonstrate skills in training and in competition. Three films: Throwing Events, Jumping and Hurdling, and Running Events.

The Volley, Lob, and Overhead. 15 min.; color; $215 sale, $20 rent; 1972. Films Incorporated, 733 Green Bay Road, Wilmette, IL 60091.
Billie Jean King demonstrates the three major tennis strokes.

Volleyball-Dig It. 13 min.; color; $185 sale, $15 rent; 1976. BFA Educational Media (see above).
Kathy Gregory discusses the techniques of volleyball as they are demonstrated by some of the best women players in the United States.

What Makes Millie Run? 16 min.; color; $250 sale, $15 rent. Brigham Young University, Media Marketing, W-STAD, Provo, Utah 84602.
An aerobics film featuring Mildred Cooper, author of Aerobics for Women.

A Woman's Place. $25 fee; for information write: Women's Sports Foundation, 1660 S. Amphlett Blvd., Suite 266, San Mateo, CA 94402.
Julie Harris narrates this documentary about women in the arts, science, business and athletics.

Women and Sports Series. Color; generally available on a free-loan basis from local participating Coca-Cola Bottlers. Contact the Youth Market or Public Relations Manager. Not available for rental, but available for purchase from Borden Productions, Inc., Great Meadows Rd., Box 520, Concord, MA 01742.

Basketball. 11 min. (purchase price $80) features action highlights from the 1976 Tournament of Champions in Las Vegas, Nevada, with top college teams including Delta State University, Immaculata College, California State at Long Beach, and the University of Nevada at Las Vegas. Includes slow-motion highlights, music montages, tips and comments by players and coaches, including Cathy Rush, Margaret Wade, Lucy Harris, etc.

Gymnastics. 15 min. (purchase price $105), winner CINE Golden Eagle, filmed at the 1977 AIAW National Gymnastics Championships (Central Michigan University) and Gymnastics Junction (Waltham, Massachusetts). The film features performance highlights, tips and comments by gymnasts and coaches, college practice sessions, and slow-motion/music montages.

Volleyball. 13 min. (purchase price $90) to be released in summer of 1978. Filmed at the 1977 National Invitational Volleyball Tournament, UCLA. The film features tournament highlights, including tips and comments by top college players, also practice tips with national championship team from USC, and slow-motion/music montages.

Women in Sports: An Informal History. 28 min.; color; $395 sale, $40 rent. Altana Films, 340 East 34th Street, New York, NY 10016.
Award-winning film that traces the history of women in sport from the ancient Amazons to historic and current champions, and discusses the myths that prevented women from participating for so many years. Collage of archival film, footage of contemporary sportswomen and Hollywood movie clips.

Women in Sports Series. 22 min. each; $300 each sale, $30 each rent; 1975. Paramount Oxford Films, 5451 Marathon Street, Hollywood, CA 90038.

Kiki Cutter Beattie. Skiing.

Billie Jean King. Tennis.

Barbara Roquemore. Parachuting.

Joan Weston. Roller Derby.

Women's Basketball: Jump Ball. 15 min.; color; $210 sale, $17 rent. BFA Educational Media (see above).
The film follows a coach and her team through practice drills, game preparation, and actual tournament play.

Women's Gymnastics Series. 3 films; 14 min. each; color; $190 sale, $13 rent. Macmillan Films (see above).
Training films with demonstrations by Muriel Grossfeld, former Olympic star and one of America's outstanding gymnastics authorities. I, An Introduction; II, Balance Beam Fundamentals; III, Floor Exercise Fundamentals.

Young Women in Sports. 15-1/2 min.; color; $215 sale, $19 rent; 1975. BFA Educational Media (see above).
Four high school athletes talk about competing, discipline and themselves as women and as athletes. Teri Sabol (discus), Kyle Gayner (gymnastics), Gayle Butler (track) and Shirley Babashoff (swimming).

Your Move. 22 min.; color; $305 sale, $22 rent, 1976. National Film Board of Canada, Films Incorporated (see above).
Demolishes the myth that sports make girls masculine and stresses the benefits of athletics and exercise.

July, 1978

The Women's Equity Action League Educational and Legal Defense Fund, WEAL Fund, was organized in 1972. WEAL Fund is a nonprofit, tax-exempt organization that seeks to secure legal and economic rights for women by monitoring the implementation and enforcement of equal opportunity laws, by conducting research and publishing reports, by supporting law suits that raise issues of national significance, and by training interns to have an impact on federal policies. WEAL Fund is supported by tax-deductible contributions from individuals and grants from foundations, corporations, and governmental agencies.

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weal fund
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EVALUATION SHEET FOR SPORTS KIT

The staff and interns of WEAL Fund are constantly at work revising our kits and developing new materials. In an effort to serve our readers effectively, we are asking for your feedback on this kit. Please fill out the following questionnaire, or send us your comments, criticisms and suggestions. If you can wait to fill out the questionnaire until you have had an opportunity to use the kit, we would get a better sense of its usefulness.

1. How did you learn of the WEAL Fund Sports Kit?

2. How did you use the information in this kit?

3. Below is a list of subject areas included in this kit. Please indicate how you felt about our coverage of each of these topics (e.g., too broad, adequate, overly technical).

   • The importance of sports to women:

   • Title IX information:

   • Sports organizations:

   • Sports bibliography:

   • What you can do:

4. Which pieces in this packet do you think might be omitted from future WEAL Fund Sports Kits?

5. What topics or resources would you recommend adding to future kits?

6. What is your opinion of the overall impact of this kit (e.g. overly broad, generally informative, good overview with adequate resources, too technical)?

7. In what ways has this kit been useful in assisting you to pursue your efforts to combat sex discrimination in physical education and athletic programs in your area?

8. Any additional comments or suggestions?